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ABSTRACT

Wichita's activities funded under ESEA Title I, designed to improve educational opportunities for its disadvantaged youth, began in the spring of 1966. The major thrust has been in the area of corrective reading and other programs designed to promote language development. Integration policies using busing prevented the concentration of funds on fewer recipients. While a total of 9129 public and 356 non-public children participated in all phases of Title I, the greatest number for any single instructional program was 2400 in all levels of corrective reading. Evaluation of the corrective reading program was based on a pre-post test comparison of results on the Gates-MacGinitie Reading Test and on the pretest to posttest gain in the instructional reading level. During the eight-month period between tests, corrective reading pupils made from 0.7 to 2.1 average grade level gains. Normal gain expectancy would have been 0.8. Average vocabulary grade level gains were from 0.6 to 1.0. Average comprehension grade score gains were from 0.6 to 1.2. All grades but one exceeded the normal gain expectancy on the instructional reading grade level. Seven of eight tested equalled or exceeded normal gain expectancy in vocabulary. Five of the grades equalled or exceeded normal gain expectancy in comprehension. (JM)

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WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

ESEA TITLE I EVALUATION REPORT
PROGRAMS FOR EDUCATIONALLY DEPRIVED CHILDREN

September, 1970 - August, 1971

Project Number 71091

Submitted to the
Kansas State Department of Public Instruction
ESEA Title I

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September, 1971

UD 011 953

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ABSTRACT OF ESEA TITLE I EVALUATION REPORT, 1970-71

Wichita's federally funded activities designed to improve educational opportunities for its disadvantaged youth began in the spring of 1966. The fifth full year of Title I programs has just been completed. Again this year, as in previous years, the major thrust of Title I or PROJECT SPEEDY (Special Programs to Enhance the Education of Disadvantaged Youth) has been in the area of corrective reading and other programs designed to promote language development. While the emphasis of federal programs has been to concentrate funds on fewer recipients, the implementation of such a policy has been made increasingly difficult by the policy of bussing pupils throughout the school system to further integration efforts. During the 1970-71 school year, a majority of pupils who were recipients of Title I services were located in eighteen of the elementary schools and one junior high school. However, because of bussing, Title I services were extended to one additional public elementary, fourteen public junior high, and six public senior high schools. Title I services made available to pupils in "Extended Service" schools consisted of corrective reading instruction and attendance services. With the exceptions of corrective reading and attendance services, most other Title I activities were concentrated on the early elementary grades and pre-school (pre-school through third grade).

In addition to the two activities mentioned above, other instructional programs were: Art Instruction and Therapy, Primary Mathematics, Keyboard Music, Business Education for Delinquent Children and Neglected Children's programs. Service activities were: Instructional Aides, Library Enrichment, Specialized Counseling, Specialized Health, Supplementary Food, Follow Through Supplement, Pre-School Program, Home-School Coordinator Program, and Horace Mann Staff Involvement. Also a broad range of similar activities were conducted during June and July as a part of the summer supplement.

While a total of 9,129 public and 356 non-public children participated in all phases of Title I, the greatest number for any single instructional program was 2400 in all levels of corrective reading. Evaluation of the corrective reading program was based on a pretest-posttest comparison of results on the Gates-MacGinitie Reading Test and on the pretest to posttest gain in the instructional reading grade level. During the eight-month period of elapsed time between tests, corrective reading pupils made from .7 to 2.1 average grade level gains. Normal gain expectancy for the period would have been .8. Average vocabulary grade level gains were from .6 to 1.0. Average comprehension grade score gains were from .6 to 1.2. All grades but one exceeded the normal gain expectancy on the instructional reading grade level. Seven of the eight grades tested equalled or exceeded normal gain expectancy in vocabulary. Five of the grades equalled or exceeded normal gain expectancy in comprehension.

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INTRODUCTION

The format of the 1970-71 Title I report has been modified from that of previous years in order to conform to reporting guidelines contained in the U. S. Office of Education publication OE-10065, Preparing Evaluation Reports, A Guide for Authors.

Within Wichita's total Title I project are individual programs, over 30 in number. While nearly all program components are included in this combined report, each may be considered a separate report and may be removed from the combined report without destroying its continuity. Each separate program has the following sections: summary, context, program description, evaluation, and recommendations. Because of the nature of this kind of reporting, a large part of the "context" section of each program is identical throughout the total project report. Only those parts of the context concerned with a needs assessment or historical background will vary from one program report to another.

Wichita has completed its fifth full year of participation in PL 89-10, ESEA, Title I. This effort was begun during the second semester, 1965-66. Each year the scope of the project has been narrowed in order to concentrate services on the most educationally deprived children of the community. It was found that with restrictions on funds, Title I services had to be concentrated on fewer children and fewer schools. For 1970-71 pupils of 18 elementary schools, 15 junior high schools, and six senior high schools received some Title I benefit. The greatest portion of the Title I thrust was directed toward early elementary pupils of kindergarten through third grade.

Evaluation of the 1970-71 Title I project places major emphasis on the determination of gains in pupils' reading levels, on general achievement levels, and on success in reaching stated objectives. Corrective reading programs and other instructional programs received the most critical examination.

The dilemma of Title I evaluation was aptly stated in Philadelphia's Title I evaluation report, The Third Year.

> "Evaluating operating Title I projects is not a science because many aspects of any project cannot be measured, and the evaluation might be considered an 'educated guess.' In particular, short term gains may not be lasting. On the other hand, the failure of a project to demonstrate gains may be due to factors extraneous to the project or even to the school itself; for example, high pupil mobility rates often make it difficult for the evaluators to find in June the pupils they first observed the previous Spetember. Long-term gains are even more difficult to measure."

Standardized test as well as non-test data were used in the evaluation. Test results were used to assess the reading program and to determine the level of general achievement. Information about other activities was gathered through the use of questionnaires, opinionnaires, participation records, central office records, and personal interviews. Responses to questionnaires are incorporated in the reports of the various project activities. Anonymity of respondents has been strictly maintained. Information gathered has been made available to project administrators for use in the modification of present activities or in structuring future programs. Copies of data gathering instruments may be found in the appendix at the end of each report.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
1970-71 TITLE I
CORRECTIVE READING
PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1971

02.00

CORRECTIVE READING, 1970-71

SUMMARY

Corrective Reading constituted the largest single program within the total Wichita Title I project. Approximately one-fourth of the total dollar input was applied to corrective reading. The program has been in operation since the spring of 1966 with various refinements being made where advisable. The remedial systems used are eclectic, depending largely on class needs and teacher preference. Teachers are free to develop the kinds of programs that seem to work best in a particular situation. Innovative methods are tried and the more successful ones are retained for continued use.

Pupils of grades one through 12 were included as participants in the 1970-71 project. A total of 48 corrective reading teachers were employed. Part of the positions were split funded with one teacher serving both Title I and non-Title I pupils.

Standardized test measurements indicated that the program was generally successful. Mean gains on the vocabulary section of the Gates-MacGinitie Reading Test by grade level groups ranged from six months for the fourth grade to 10 months for the seventh and ninth grades. Mean gains on the comprehension section ranged from six months for the fifth grade to 12 months for the seventh grade. Average expected gains for the period between pretest and posttest were approximately seven and one-half months.

Based on the findings, the program was recommended for continuation.

02.01

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

Wichita's first entry into compensatory education began in the spring of 1966 when Title I funds became available. Surveys at that time revealed that the number of pupils scoring 1.5 years below grade level in reading and vocabulary was significantly higher in some schools than in others. Thirty-four elementary schools, five junior high schools, and four senior high schools were declared eligible for Title I corrective reading services. Shown below is a five-year historical tabulation of the number of schools having corrective reading each year, number of teachers, and estimated number of pupils participating.

	School Level	Number of Schools	Number of Teachers	Grades	Number of Pupils
Spring 1966	Elementary	34	39	4 - 6	1800
	Parochial	7			
	Junior High	5	9	7 - 9	500
	Senior High	4	1	10 - 12	300
TOTAL			49		2600

02.02

	School Level	Number of Schools	Number of Teachers	Grades	Number of Pupils
1966-67	Elementary Parochial	24 7	32	2 - 6	1300
	Junior High	7	12	7 - 9	500
	Senior High	5	6	10 - 12	300
	TOTAL		50		2100
1967-68	Elementary Parochial	24 7	32	2 - 6	1600
	Junior High	7	12	7 - 9	600
	Senior High				
	TOTAL		44		2200
1968-69	Elementary Parochial	22 6	33	1 - 6	2085
	Junior High	7	13	7 - 9	985
	Senior High				
	TOTAL		46		3070
1969-70	Elementary Parochial	18 4	30	1 - 6	1500
	Junior High	15	12	7 - 9	1240
	Senior High				
	TOTAL		42		2740

Several trends may be noted in the tabulations. First, there has been the tendency to bring corrective reading instruction to younger age groups. While not shown in the tabulations, the earlier grade levels receive more emphasis than later grade levels. The number of pupils enrolled in each grade has greatly increased at the earlier grade levels. There has been a general reduction in the number of schools which are eligible for a Title I corrective reading program.

In general there has been a trend also for the local education agency to assume responsibility for the funding of corrective reading programs in schools which have been removed from the Title I eligibility list. Thus it appears that federal "seed" money has brought out local money.

There have been no problems with parents in gaining acceptance for the program. Problems, if any, have arisen from parents wanting children in the program when there was not room or when the child really did not need corrective reading.

PROGRAM DESCRIPTION

Scope

There were a total of 2400 pupils of grades one through 12 who participated in the various forms of the corrective reading program. A statistical breakdown of pupil participation is shown in Table 02.1 of the evaluation section. The main goals of the program were to provide a program of reading instruction, to improve the participating pupils' reading skills, and to improve the pupil's attitudes.

Personnel

Director of Reading

"The Director of Reading is responsible to the Assistant Superintendent in charge of curriculum for leadership in reading education. He is also responsible for development and improvement of that part of the language arts program concerned with the mastery of fundamental reading skills by preschool, elementary, secondary, and post-high school pupils. More specific responsibilities are to:

1. Coordinate the developmental and corrective reading program in the school system.
2. Keep the assistant superintendent in charge of curriculum informed on the development and progress of programs and activities concerned with the teaching of reading.
3. Work in a supporting role with the Director of Elementary Education and Director of Secondary Education on pertinent matters involving improvement of reading instruction.
4. Assume responsibility for developing inservice programs to improve the instruction in reading.
5. Assist in the selection of textbooks, materials, supplies, and equipment to be used in the reading program.
6. Expand curricular services to pupils by assisting in developing appropriate reading programs for summer school.
7. Keep informed and evaluate new instructional materials and methods for the improvement of reading instruction.
8. Assist the building administrator in solving problems which arise in his building pertinent to reading education.
9. Assist in the preparation of the Materials Catalog by assuming responsibility for revising and up-dating the listing of materials and equipment in reading accounts.
10. Direct the writing of manuals, guides and bulletins for teachers which outline the content, goals, materials, and methodology used in the teaching of reading.

11. Work cooperatively with colleges to encourage and stimulate the improvement of teacher training in reading.
12. Attend and participate in professional meetings at the local, state, and national level that are involved in up-grading and improving the teaching of reading."

Reading Specialists

Two former corrective reading teachers were chosen to fill the new positions of Reading Specialists which were based at the Community Education Center. One was a specialist at the elementary level while the other specialized at the secondary level. Both teachers were certificated in reading and had many years of experience in the teaching of reading. Specific responsibilities of the reading specialists were delineated as follows:

"1. To conduct and/or guide reading diagnostic services to pupils referred to the Center. Interpreting test results and planning the instructional phase will be an integral part of diagnosis.
2. To be available on call for limited diagnostic services to pupils at the building level where conditions make it impossible for them to come to the Reading Services Center.
3. To provide leadership in reading improvement through demonstrations, individual conferences and staff meetings.
4. To work cooperatively with Wichita State University in planning and conducting inservice experiences for teachers in reading.
5. To serve as a resource person for Title I and BOE special reading to develop greater continuity and more uniformity within all phases of the program.
6. To become more knowledgeable of reading improvement materials and equipment and to provide information to special reading teachers and to buildings of those proving most successful.
7. To provide supervision and guidance to volunteer and paraprofessional aides who work with pupils in Reading Services Center.
8. To provide leadership in promoting services available through the Center."

Special Reading Teachers

Forty-eight special reading teachers were included in the 1970-71 project year. Of these, 25 were elementary level (grade 1 - 6) teachers and 23 were secondary level (grade 7 - 12) teachers. One elementary teacher was scheduled for one-half time teaching and one-half time supervising duties. Twenty of the secondary teachers were designated as one-half Title I and one-half local teaching duties. Three elementary reading teachers are black while all the other elementary and secondary teachers are white. Three of the secondary teachers are males.

Corrective reading teachers must hold a state reading certificate which requires a minimum of 12 semester hours in graduate reading courses. Most of the teachers are experienced with two or more years in the corrective reading program.

The role of the special or corrective reading teacher is multi-faceted. The following is quoted from the Handbook for Corrective Reading (rev. 1969), Reading Department, USD 259, Wichita, Kansas:

> "The special reading teacher has an important role in teaching pupils who are not making adequate progress in learning to read. The fulfillment of this role requires a sympathetic teacher who accepts the pupil as an individual, respects his integrity, provides reading materials with which he can be successful, and gives appropriate recognition to success in learning.

"The purpose of the special reading teacher is twofold: (1) To find out why a child is not profiting from the usual classroom instruction and (2) to remedy, if possible, the causes. In order to accomplish this, problems must be dealt with on an individual basis with relaxed instruction geared to the interest of the pupil. A reading teacher who is an enthusiastic reader herself will convey this enthusiasm to her students.

"In addition to helping individual pupils who are having reading difficulties, the effectiveness of reading instruction in the regular classroom can be elevated by consultation between the special reading teacher and the classroom teacher.

"A special reading teacher has a real opportunity to inform school patrons and the community at large of the need for improved reading instruction at all levels. This is essential if we are to achieve an improvement in the level of reading of the general public.

"As will be seen, numerous tests and records are employed in the special reading program, all of which should be used in assessing the individual's interests and abilities. The instructor is cautioned against using these devices as ends in themselves. Individual records would feasibly include test scores obtained from the Pupil Personnel Record. Additional diagnostic instruments are necessary for pupil placement. This data can then be utilized for grouping pupils according to reading needs for personalized instruction.

"Lesson planning is of necessity flexible, with pupil involvement an ideal. It should be noted that individuals respond best when a variety of methods and materials are provided. Since the listening and interest levels of disabled readers are usually significantly higher than their reading levels, occasionally more difficult materials may be read aloud by the teacher for added interest.

"It is important to nurture the confidence of parents of disabled readers in their offspring. These pupils need the assurance of parent-teacher cooperation and acceptance. This can be accomplished through school conferences and home visitation, scheduled during the suggested six hours per week recommended for planning, visitation, and conference."

Procedures

This report covers the regular school year of 1970-71. School began on August 31, 1970 and closed May 28, 1971. Early September is reserved for the identification of pupils in need of corrective reading and for organizing reading classes. Suggested procedures are quoted from the Reading Handbook:

> "Identification procedures begin with the classroom teacher who makes referrals to the special reading program. To make the referral, the teacher should make use of pupil personnel records, observations, tests, reading record cards and scattergrams. Two basic considerations are significant.
>
> 1. Group reading achievement and group intelligence tests are to be used within each school.
> 2. Classroom teachers are to prepare referral forms for pupils being recommended for special reading instruction.
>
> "The following standardized tests are used by all classroom teachers in grades one through six. If the special reading teacher considers additional standardized tests necessary requests must be channeled through the building administrator to the Testing and Guidance

Department. (Informal testing may be done at the teacher's discretion).

Tests	Grade	Administered
Lee-Clark Reading Readiness Test	1	September
Primary Reading Profile	2	October
California Test of Mental Maturity	2,3,5	January
Iowa Test of Basic Skills	3,4,5,6	September

"The special reading teacher in the elementary school is to make a thorough examination of the Iowa Test of Basic Skills scores for all sixth grade pupils. In schools where there are no special reading teachers, the principal may delegate the responsibility for this test score examination. From these test results, the special reading teacher, the counselor, or the person designated is to prepare a list of candidates for Reading Improvement classes in the junior high school. Since these tests are administered in the elementary schools in the fall this affords ample time for the preparation and delivery of the lists to the junior high schools along with all other enrollment materials to facilitate scheduling in the spring.

"Identification in the junior high school is dependent on coordinated effort between the elementary school, the junior high school principal, the counselor, and the special reading teacher. Procedure at this level includes full use of pupil data information forwarded from the elementary school for incoming junior high school students. The special reading folder of each student will contain the most relevant facts. For continuing students, reliance must be placed on testing results and classroom teacher referrals.

"The following Standardized Tests are used by junior high school teachers:

Tests*	Grade	Administered
PREP (Pupil Record of Educational Progress)	7,8,9	September
DAT (Differential Aptitude Test)	8, 10	January

The general utility of the PREP and the DAT can be greatly enhanced by converting results from percentiles to grade equivalents.

SCREENING

"Screening procedures in grades one to six are the responsibility of the special reading teacher, who, with the principal, decides which students from those previously identified will be scheduled for corrective reading classes. Factors considered will include the number of pupils needing help, case load, deficiencies in the basic reading skills, and "preventive" short-term instruction.

"For screening purposes the Silvaroli _Classroom Reading Inventory_, (Form A and B) is available through the office of the Director of Reading. The _Dolch Basic Sight Word Test_ has become a standard general procedure as a supplement in screening. The _San Diego Quick Assessment Test_ is useful and easily administered. Still another possibility is the _Jastak_ which is also simple to administer.

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*Starting in October, 1971, the ITBS will be utilized.

"Other screening devices might be considered. The Durrell Analysis of Reading Difficulty, for example, would afford double utility since the oral reading section could be employed for screening, leaving the remainder of the test for diagnostic purposes.

"Screening in the junior high school should precede scheduling. For this reason, the identification procedures previously outlined are important. Factors to be considered by the special reading teacher in screening candidates include the number of pupils recommended, the teacher load, pupil's success potential and pupil's attendance record and attitude.

"Neither the Silvaroli Classroom Reading Inventory nor the Dolch Basic Sight Word Test is recommended for use beyond elementary level. If further screening is required the Gray Oral Reading Test is recommended.

"After the special reading teacher has selected prospective students, it is recommended that a notification form be sent to each pupil's parents.

DIAGNOSIS: TESTS AND MEASURES

'Making a reading diagnosis means studying the nature of the individual's reading performance and of the factors, both in the present and the past which have contributed to the development of the difficulties he is showing.'[1]

"Diagnostic procedures for grades one through nine must be initiated by the special reading teacher before correction can begin. Since reading difficulties can be related to a variety of problems, a knowledge of the whole child and his needs is essential to his reading improvement.

"At the very outset, with the assistance of the school nurse and the speech therapist, it should be determined whether physical factors are affecting the pupil's reading performance. Where faulty vision, inadequate perception, impaired hearing, defective speech, or other physical disabilities exist, immediate action should be taken to provide the needed correction, If the physical problem is beyond correction, the special reading teacher needs to know this and assist the child in compensating for his limitations.

"Tests for determining the presence of physical defects include: Snellen Eye Chart, Betts' Test for Visual Discrimination and Wepman's Test for Auditory Discrimination. With the exception of the Snellen Eye Test, these can be easily administered by the special reading teacher. In addition to administering the Snellen Eye Test, the school nurse may help in the interpretation of other findings.

"Diagnostic inventories reveal environmental and attitudinal factors which often hamper reading success. Their use, together with subsequent observations of teachers and counselor, add dimension in diagnosis. In extreme cases, the Diagnostic Center may provide additional insights.

"Following the removal of all possible physical and emotional barriers and the recognition of barriers which can only be circumvented, the special reading teacher can now proceed to a diagnosis of specific reading disorders. Fortunately, the results of screening tests already administered can be re-examined and utilized as diagnostic measures. It is recommended that an individual diagnostic reading test such as the Durrell Analysis of Reading Difficulty be used for the elementary grade screening and the Gray Oral Reading Test be used in the junior high school. Using these as diagnostic indicators, other appropriate tests and measures can then be employed if needed.

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[1] Harris, Albert J., How to Increase Reading Ability, New York, David McKay Company, Inc., 1961, p. 220.

"Reading disabilities fall into three categories: word recognition skills, reading comprehension, and reading rates.

"The development of word recognition skills is a primary concern, since without this skill the reader will be unable to develop adequate powers of comprehension or reading rates. Word recognition skills, including word configuration, context clues, phonetic analysis, and structural analysis, can be measured by various instruments in addition to the Dolch Sight Word List and oral reading inventories. Kottmeyer has devised some excellent tests of word perception skills.

"Any oral or silent reading test will measure the second and third categories, namely the ability to understand the material covered, reading at a reasonable rate. A differentiation must be made between speed of reading, which is of little concern to the special reading teacher, and rate of reading which is of concern to the special reading teacher in assisting the pupil to learn to adjust reading rates to various reading purposes.

"While the primary purpose of the Gates-MacGinitie Reading Test is evaluative, it can also be used as a diagnostic supplement. It is, therefore, recommended that some form of the Gates-MacGinitie on the appropriate grade level be administered early in the school year. The administration of a second form of the same test will provide an excellent evaluative device at the end of the instruction period, affording dual use of this testing material.

SCHEDULING

"Pupils' needs are to be given first consideration in scheduling corrective reading classes. The inter-disciplinary, team approach (reading teacher, classroom teacher, administrator, nurse and counselor) is recommended whenever feasible in scheduling pupils in reading classes.

"The following guidelines, established by the Director of Reading, April, 1967, are to be considered for scheduling purposes:

1) Give second graders first priority, then work up through the grades.

2) Give first consideration to pupils with greater capacity for learning as shown by teacher observation, standardized tests, and informal tests devised to measure vocabulary, listening comprehension, and general reasoning abilities.

3) Schedule pupils with corresponding reading problems together if possible.

4) Select 'mild corrective' and 'corrective' pupils prior to other types of reading disabilities because we do not have the facilities nor personnel needed to cope with the more severe problems.

5) Organize pupils in grades 5 to 9 into classes of pupils from the same grade level. There is some evidence to justify the organization of classes so that boys and girls are instructed separately in grades 7-9.

6) Schedule, with the assistance of the principal, one-fifth of the week for planning, visitation and conference.

Included in this block of time can be:

- a. Meeting with parents of disabled readers
- b. Serving as building consultant to classroom teachers
- c. Maintaining individual records for corrective reading pupils

7) The approximate maximum total load for a special reading teacher ranges from forty to fifty pupils. Some re-evaluation and re-scheduling is recommended every nine weeks.

8) Some children may be in the program for approximately 9 to 18 weeks and others for the entire school year. The special reading teacher is responsible for determining when a pupil is dismissed from the program.

9) The concept of referral is to be kept 'open' even though all pupils referred can not be accepted into the program. Sound working relationships within the inter-discipline approach will result in expertise in referring.

10) Approximate maximum instruction groups:

CHARACTERISTICS	LESSON TIME	SESSIONS (per week)	GROUP SIZE NO. OF CHILDREN
1. Mild corrective	30-40 min.	2-3	5 to 8
2. Corrective	30-40 min.	3-4	3 to 5
3. Severe Corrective	30 min. or less	4-5	1 or 2
4. Basic (Development)	1 hour	5	15 or more

INSTRUCTION

"After the diagnosis has indicated the weaknesses a child shows in word recognition and in comprehension the corrective procedure must begin. This corrective procedure must begin with emphasis upon a technique which the teacher feels will be most effective. It is very important that the approach not be reversed. The techniques must not be controlled by the materials being used. If this occurs there is little use in a diagnosis and little opportunity to provide a corrective program. The technique must be emphasized and materials made appropriate for use with the technique.

"Suggestions for securing proper materials include 1) adapting available material originally designed for such a purpose; 2) constructing teacher-made materials; and 3) making requisition through the school.

"When we teach corrective reading, what are we really doing? Dr. Nicholas Silvaroli, Arizona State University, tells us that we are teaching word recognition and comprehension.

"Word recognition involves speech and language. There are forty-four sounds which are combined into words. Training is necessary to learn these sounds. Aids to learning include auditory and visual techniques, sight words and phonics. These sounds are made up of the combination of twenty-six printed symbols.

"On the basis of precise diagnosis, corrective techniques to be used in the area of word recognition are determined. The reading teacher must begin with those techniques which she believes will serve the child's needs most adequately. She must also be aware that during the instruction period it may become necessary to modify her original approach. The efficient use of instructional time is the goal of diagnosis; therefore, maximum effectiveness must be kept in mind concerning instruction.

"Comprehension implies a meaningful unit containing a main idea, detail and sequence. Sentences and paragraphs construct the unit patterns of comprehension. Techniques for teaching comprehension include basic steps often referred to as directed reading activity:

1. Readiness
2. Silent Reading
3. Recitation
4. Re-reading
5. Enrichment[1]

"Following thorough diagnostic testing the modification of techniques and the adaptation of special programs to meet particular types of overall reading deficiencies are required. The reading teacher must remain alert to avoid pitfalls in order to conduct a successful corrective program. No matter what program is being used the ultimate goal will be to develop successful reading situations for all children."

Various kinds of equipments are used to aid in reading instruction. These include controlled readers, film strip projectors, record players, cassette and reel recorders, and overhead projectors.

Inservice training sessions are planned four times per school year as well as summer workshops in reading. Parental involvement is increased through the utilization of the teachers' one-fifth weekly schedule reserved for planning, visitation, and consultation.

Wichita's corrective reading program was included as one of 34 promising programs on childhood education and was reported in booklet form by HEW. This report may be obtained from the U. S. Government Printing Office, Washington, D. C. 20402, at 20 cents per copy. The catalog number is HE 5.220: 20158.

Budget

Funds for the Corrective Reading program were provided by ESEA, Title I. The total dollar amount for the school year 1970-71 was determined to be $368,696 of which $100 per teacher was allocated for supplies and material. Equipment purchases, such as projectors, were completed in prior years and thus are not a part of the current year expenditures. The salary of the Director of Reading was paid from local education agency funds and is not a part of this budget. Per pupil costs of the program based on a pupil participation count of 2400 comes to $153.62.

---

[1] Wilson, Robert M., Diagnostic and Remedial Reading. Charles E. Merrill Books, Inc., Columbus, Ohio, 1967, p. 158.

EVALUATION

The Title I corrective reading program in USD #259 for 1970-71 had three main goals. These goals were to provide a program of reading instruction, to improve participating pupil's reading skills, and to improve participating pupil's attitudes.

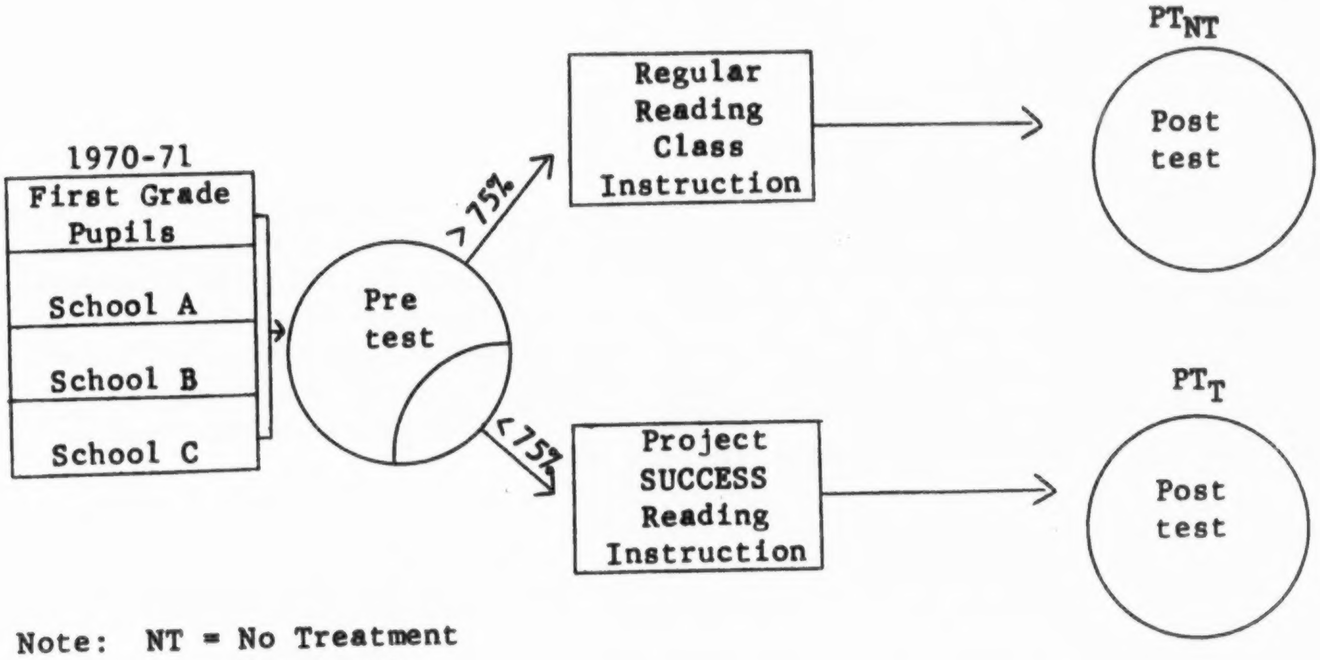
Based on the above stated goals, the following objectives were selected for inclusion in the program.

Objective 1: A corrective reading program for target area pupils will be provided as shown by the designation of financial resources for the program and by the assignment of staff to implement the program.

Objective 2: Corrective reading teachers will identify those pupils in the target schools, grades 2 through 12, who are eligible for placement in corrective reading classes as shown by a list of eligible pupils maintained by each school. Criteria for eligibility will be based on observations of the classroom teacher, on the pupil's ability to profit from corrective reading instruction, and on the pupil's reading retardation as shown by standardized tests.

Objective 3: First grade pupils of three elementary schools will be selected to participate in a special reading program called PROJECT SUCCESS. Pupils will be selected for this program on the basis of less than a 75 percent correct response rate to locally prepared pretests given in the areas of auditory skills, visual skills, alphabet knowledge, verbal skills, listening and thinking skills, and motor skills. At the end of the project, the participating pupils will demonstrate an increased knowledge as shown by their responses to a locally prepared posttest in the areas previously mentioned.

DESIGN FOR EVALUATION OF OBJECTIVE 3



Note: NT = No Treatment
T = Treatment

02.12

Hypothesis 1: Posttest results of the Project SUCCESS group will be greater than pretest results.

H_1: $\text{Posttest}_T > \text{Pretest}_T$

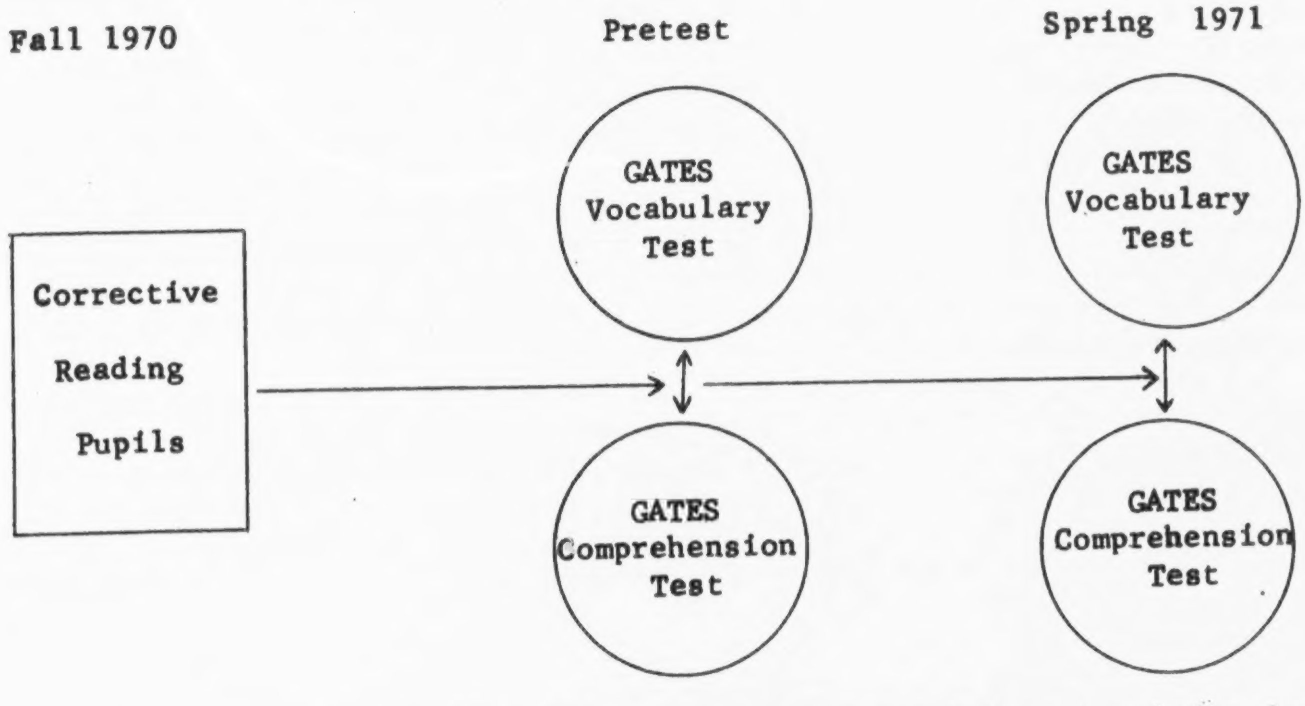
Hypothesis 2: Gains of the Project SUCCESS group from pretest to posttest will be at least as large as those of the regular group.

H_2: $\text{Gain}_T \geq \text{Gain}_{NT}$

Objective 4: Pupils enrolled in Title I corrective reading will improve their knowledge of vocabulary as measured by comparisons of pretest and posttest results on the Gates-MacGinitie Reading Vocabulary tests given in the fall and in the spring.

Objective 5: Pupils enrolled in Title I corrective reading will improve their comprehension skills as measured by a comparison of pretest and posttest results on the Gates-MacGinitie Reading Comprehension tests given in the fall and in the spring.

DESIGN FOR EVALUATION OF OBJECTIVES 4 AND 5



Hypothesis 1: Pupils will improve their vocabulary knowledge from fall to spring.

H_1: $\text{Posttest}_{Vocab} > \text{Pretest}_{Vocab}$

Hypothesis 2: Pupils will improve their comprehension from fall to spring.

H_2: $\text{Posttest}_{Comp} > \text{Pretest}_{Comp}$

Objective 6: Pupils enrolled in Title I corrective reading will improve in their attitude toward reading as shown by the responses of a randomly selected group of pupils to a locally prepared Pupil Opinion Questionnaire, and by case reports written on a randomly selected group.

From the above list of objectives, numbers 4 and 5 were chosen for evaluation reporting. It may be assumed that numbers 1 and 2 were successfully achieved since the program was funded and pupils were identified to receive reading instruction.

02.13

Pupils are chosen for participation in corrective reading on the basis of residence in a Title I target area and need of the program. Screening tests are administered by the corrective reading teachers early in September to identify pupils who are deficient in reading skills. Pupils are then scheduled into the appropriate reading class. Classes range in size from one to eight pupils. At the earlier grade levels grade lines may be crossed with pupils of more than one grade in each class. At the junior high level, pupils of the same grade are scheduled together. Table 02.1 gives an analysis of the grade, sex, and race designation of corrective reading participants for the year. Sixty percent of all the pupils in corrective reading were boys. White and black pupils comprised 95 percent of the total served with 42 percent and 53 percent respectively in each group. Table 02.2 shows the same kind of information for non-public school participants. These pupils are included in the data shown in Table 02.1. The boy-girl ratio closely approximates that of the total group but is heavily weighted toward white pupils with 72 percent in that category.

Data for the analysis of the reading program were collected on modified IBM 518 answer sheets (see Appendix 02). These sheets permitted obtaining punched cards directly from the source data without a keypunch operator. After two years' use of this type form, it was concluded that an excessive amount of time was required to edit the forms for proper gridding (light marks, incomplete erasures, double marks, misplaced marks, skips, etc.). Future data collection will be on forms designed for manual key punching. Standardized data collected for analysis were obtained from the vocabulary and comprehension sections of the Gates-MacGinitie Reading Test administered pre and post. Data on the teacher's evaluation of the pupil's instructional reading grade level were collected as well as other miscellaneous kinds of data for other reporting purposes.

For analysis purposes only those pupils who had pre and post scores on each of the three measures; instructional reading grade level, reading vocabulary, and reading comprehension, and had been in corrective reading for at least eight months were included in the group for investigation. A sizeable number of pupils were experimentally tested "below grade level" as shown in Table 02.3 and these results were also excluded from this report.

TABLE 02.1

TOTAL PUPIL PARTICIPATION IN CORRECTIVE READING BY GRADE LEVEL, SEX, AND RACE

		Sex		Race				
Grade	Number	Male	Female	Caucasian	Oriental	Negro	Spanish Mexican	American Indian
1	113	54	59	11		101	1	
2	369	205	164	112	5	235	12	5
3	256	159	97	70	2	175	7	2
4	252	157	95	63	4	172	13	
5	122	76	46	34		74	12	2
6	56	33	23	13		33	10	
7	537	322	215	308	1	216	9	3
8	306	201	105	168	2	121	14	1
9	150	102	48	97	1	48	4	
10	105	59	46	59	1	44	1	
11	75	44	31	57		16	2	
12	59	30	29	22	1	36		
Totals	2400	1442	958	1014	17	1271	85	13
Percents	100.0	60.1	39.9	42.3	.7	53.0	3.5	.5

TABLE 02.2

NON-PUBLIC SCHOOL PUPIL PARTICIPATION* IN CORRECTIVE READING BY GRADE LEVEL, SEX, AND RACE

Grade	Number	Sex		Race				
		Male	Female	Caucasian	Oriental	Negro	Spanish Mexican	American Indian
1	1		1			1		
2	25	16	9	20	2	2	1	
3	22	11	11	16		5	1	
4	16	8	8	13		1	2	
5	10	8	2	5		3	1	1
6	4		4	2			2	
Totals	78	43	35	56	2	12	7	1
Percents	100.0	55.1	44.9	71.8	2.6	15.4	9.0	1.3

*These pupils are included in Table 02.1.

TABLE 02.3

CORRECTIVE READING PUPILS WHO WERE TESTED BELOW GRADE LEVEL*

Grade	Number	Male	Female	Caucasian	Oriental	Negro	Spanish Mexican	American Indian
2	90	51	39	28	1	57	2	2
3	39	21	18	14		24		1
4	13	7	6	7		6		
5	2	2		1		1		
6								
7	64	47	17	42		20	2	
8	35	25	10	21		10	4	
9	21	11	10	10		8	3	
10								
11	13	8	5	6		6	1	
12	12	8	4	2		10		
Totals	289	180	109	131	1	142	12	3
Percents	100.0	62.3	37.7	45.3	.3	49.1	4.2	1.0

*These pupils are included in Table 02.1.

Pretest to posttest instructional reading grade level comparisons are shown in Table 02.4. Most pretest measurements were made in September. Posttest measurements were made in late April or early May. Thus the maximum amount of time that could have elapsed between tests was seven and one-half months. A comparison of means shows that the least gain was recorded by the eighth grade group with 12 months and the largest gain by the fifth grade group with 21 months of gain. Thus every grade group exceeded the normal expected growth of about eight months for the year.

Table 02.5 shows comparative results for the Gates Reading Test, Vocabulary section. Mean gains ranged from six months for the fourth grade to ten months for both the seventh and ninth grades. Only the fourth grade group did not achieve eight or more months gain. Results for the Comprehension section of the Gates are shown in Table 02.6. These ranged from a mean gain of six months for the fifth grade to a maximum mean gain of 12 months for the seventh grade.

No comparative test data were tabulated for the high school level pupils because they were usually not in the program longer than a nine-week grading period.

Table 02.7 shows the disposition of reading pupils from reading classes. Nearly one-fourth of all enrollees were "phased out - improved". A large portion of this category was included in the secondary level groups. Reading programs at those levels tended to be somewhat cyclical. Eleven percent of the pupils were phased back to their regular classes because of lack of progress. Ten percent moved out of the district while over half of all the pupils were still in the program at the end of the year.

TABLE 02.4

COMPARISON OF PRETEST AND POSTTEST INSTRUCTIONAL READING GRADE LEVELS

		Pretest			Posttest		$\bar{X}$ Gain (Months)
Grade	N	$\bar{X}$	SD	r	$\bar{X}$	SD	
2	116	.1	.14	.51	1.4	1.0	13
3	74	.6	.62	.52	2.2	1.1	16
4	120	1.4	1.0	.70	3.1	1.2	17
5	55	1.9	1.4	.62	4.0	1.5	21
6	18	2.2	1.4	.68	4.0	1.6	18
7	280	4.1	1.3	.71	5.4	1.6	13
8	172	4.6	1.3	.72	5.8	1.7	12
9	79	5.2	2.0	.90	6.5	2.2	13

TABLE 02.5

COMPARISON OF PRETEST AND POSTTEST RESULTS ON GATES-MACGINITIE READING TESTS

(VOCABULARY)

		Pretest					Posttest				
Grade	N	$\bar{X}$ Raw Score	SD	%ile Rank	Grade Equivalent	r	$\bar{X}$ Raw Score	SD	%ile Rank	Grade Equivalent	$\bar{X}$ Gain in Months
2	116	12.4	6.6	14	1.3	.44	24.9	8.4	21	2.2	9
3	74	14.4	6.3	7	1.6	.50	22.0	6.0	14	2.5	9
4	120	12.6	5.3	14	2.9	.50	18.2	6.4	16	3.5	6
5	55	15.2	7.8	8	3.2	.70	21.4	8.2	16	4.0	8
6	18	17.2	8.0	4	3.4	.66	22.7	9.2	8	4.2	8
7	280	13.7	5.2	18	4.9	.42	17.4	5.6	24	5.9	10
8	172	15.1	4.5	16	5.3	.38	18.0	5.2	21	6.2	9
9	79	16.8	6.7	16	5.9	.66	20.5	7.1	18	6.9	10

TABLE 02.6

COMPARISON OF PRETEST AND POSTTEST RESULTS ON GATES-MACGINITIE READING TESTS

(COMPREHENSION)

		Pretest					Posttest				$\bar{X}$ Gain in Months
Grade	N	$\bar{X}$ Raw Score	SD	%ile Rank	Grade Equivalent	r	$\bar{X}$ Raw Score	SD	%ile Rank	Grade Equivalent	
2	116	7.3	3.5	14	1.4	.38	15.8	6.2	18	2.2	8
3	74	10.6	5.7	12	1.7	.37	16.4	6.2	12	2.4	7
4	120	12.3	7.4	10	2.4	.50	20.0	7.7	14	3.1	7
5	55	16.1	9.5	7	2.7	.77	21.8	11.1	10	3.3	6
6	18	18.8	10.3	7	3.0	.69	25.7	10.1	8	3.9	9
7	280	16.9	6.5	7	3.3	.63	23.3	8.7	16	4.5	12
8	172	19.6	7.4	8	3.9	.58	24.4	8.7	10	4.7	8
9	79	24.6	10.8	12	5.0	.84	28.0	10.7	10	5.8	8

TABLE 02.7

DISPOSITION OF CORRECTIVE READING PUPILS*

Grade	N	Phased Out Improved No.	Phased Out Improved %	Phased Out No Improvement No.	Phased Out No Improvement %	Moved Out Of District No.	Moved Out Of District %	Still in Program at End of Year No.	Still in Program at End of Year %	Data Not Available No.	Data Not Available %
1	112	17	15	8	7	17	15	60	54	10	9
2	255	43	17	24	9	33	13	145	57	10	4
3	198	24	12	12	6	36	18	120	61	6	3
4	224	27	12	26	12	28	13	143	64		
5	110	19	17	8	7	8	7	69	63	6	5
6	52	4	8	2	4	5	10	40	77	1	2
7	471	103	22	73	15	34	7	251	53	10	2
8	272	57	21	22	8	24	9	166	61	3	1
9	128	41	32	15	12	5	4	65	51	2	2
10	106	52	49	11	10	4	4	34	32	5	5
11	63	45	71	8	13	1	2	7	11	2	3
12	48	33	69	7	15	1	2	5	10	2	4
Totals	2039	465	23	216	11	196	10	1105	54	57	3

Note: Percents may not add to 100 because of rounding.

*Excludes non-public school pupils and public school pupils tested below grade level.

02.22

A report of a tutorial project in one of the junior high schools is included in Appendix 02 without comment.

RECOMMENDATIONS

In the preceding section expected mean gains were reported for nearly all grade level groups examined. In view of the continued emphasis on communications and the need to upgrade the achievement level of educationally deprived pupils, this program which comprises one of the major portions of Wichita's Title I program should be continued.

APPENDIX 02

IBM 518 PRINTED IN U. S. A.

RESEARCH AND EVALUATION SERVICE DIVISION
PRETEST
CORRECTIVE READING DATA FORM 3 (Rev. 8-70)

02-A1

IDENTIFICATION NUMBER
0 1 2 3 4 5 6 7 8 9

Poorreader, Ima
il Name (last, first)

pil I. D. Number 8 8 7 5 4 3 2

1232 Peach Tree Lane
ipil's Home Address

Jones
Teacher

5. School Code # 3 8 0

e #2 soft lead pencil - gird marks only on right
lf of sheet)

ATE OF BIRTH
xample:
May 3, 1960
Record as 050360

Month 0 1
Day 1 5
Year 6 1

EX: Male = 1; Female = 2 2

ACE: Cauc. 1, Orient. 2, Neg. 3, Sp.Am. 4, Am.In. 5 5

RADE eg 9 = 09 0 4

ALL INSTRUCTIONAL READING GRADE LEVEL 0 0 5
eg 3.2 = 032 Non-Reader = 000
Primer = 005 PrePrimer = 001

ALL GATES VOCAB. RAW SCORE 0 7
eg 9 = 09

FALL GATES VOCAB. PERCENTILE RANK 1 0

FALL GATES VOCAB. GRADE SCORE 0 3 2
eg 5.2 = 052

FALL GATES COMP. RAW SCORE 0 5

FALL GATES COMP. PERCENTILE RANK 1 0

FALL GATES COMP. GRADE SCORE 0 4 8
eg 10.1 = 101

MONTH ENTERED CORR. READING 0 9
eg Sept. = 09, Dec = 12, Mar. = 03

ENTRY READ. CLASS - R = 1, MC = 2, C = 3, SC = 4 3

MONTH LEFT CORR. READING
eg Jan. = 01 Nov. = 11

EXIT READ. CLASS - R = 1, MC = 2, C = 3, SC = 4

REASON FOR EXIT Phased Out (no improvement) = 1
Phased Out (improved) = 2, Moved = 3

WAS IN CORR. READ. LAST YEAR? Yes = 1 X

PUPIL RIDES SCHOOL BUS? Yes = 1 1

LAST I.Q. SCORE eg 090 0 0 7 9
TEST: WISC ________; Binet ______; CMM X
OTHER ________________ DATE 1-68
(Name of Test)

02-A2

IBM 818 PRINTED IN U. S. A.

POSTTEST
CORRECTIVE READING DATA FORM 4 (Rev. 8-70)

25. Poorreader, Ima
Pupil Name (last, first)

26. Pupil I. D. Number

(Use #2 soft lead pencil - grid marks only on right half of sheet)

27. SCHOOL CODE NUMBER

IDENTIFICATION NUMBER

	0	1	2	3	4	5	6	7	8	9
8	○	○	○	○	○	○	○	○	●	○
8	○	○	○	○	○	○	○	○	●	○
7	○	○	○	○	○	○	○	●	○	○
5	○	○	○	○	○	●	○	○	○	○
4	○	○	○	○	●	○	○	○	○	○
3	○	○	○	●	○	○	○	○	○	○
2	○	○	●	○	○	○	○	○	○	○
3	○	○	○	●	○	○	○	○	○	○
8	○	○	○	○	○	○	○	○	●	○
0	●	○	○	○	○	○	○	○	○	○

28. SPRING INSTRUCTIONAL READING GRADE LEVEL
eg: 5.3 = 053 Non-Reader = 000
Primer = 005 PrePrimer = 001

29. SPRING GATES VOCAB. RAW SCORE
eg: 7 = 07

30. SPRING GATES VOCAB. PERCENTILE RANK

31. SPRING GATES VOCAB. GRADE SCORE
eg: 8.4 = 084

32. SPRING GATES COMP. RAW SCORE

33. SPRING GATES COMP. PERCENTILE RANK

34. SPRING GATES COMP. GRADE SCORE

RESEARCH OFFICE USE ONLY

01 ART	13 MATH
02 BUS. ED.	14 MUSIC
03 CLOTHING	15 P. E.
04 CUL. ENRICH	16 PSYCHOL.
05 ENGLISH	17 READ.
06 FOOD	18 SCIENCE
07 FAM. LIV.	19 SOC. SCIENCE
08 GUID & COUN	20 SPEC. EDUC.
09 HEALTH	21 SP. THERAPY
10 IND. ARTS	22 TUTORING
11 KDG-PRESCH	23 VOC. EDUC.
12 LIBRARY	24 OTHER

1. HEADSTART
2. FOLLOW THROUGH
3. READING
4. MATH
5. OTHER
6. SERVICE

02-B1

May 24, 1971

TO:

FROM: B. J., Reading Department, Brooks Junior High School

SUBJECT: Evaluation of Buckner Tutorial Reading Program using Brooks students as tutors

Ten seventh grade Brooks Junior High students tutored ten Buckner Elementary pupils for nine weeks in reading. Nine of the ten Brooks students had completed a nine week reading program prior to the start of the tutorial sessions.

The Brooks students were given the Gates-MacGinitie Form E11 Reading Test in late January to determine their reading levels. It was hoped that through proper pairing of tutors and tutees the Brooks students would reinforce their own newly learned reading skills. The Gates-MacGinitie Form E11 was given as a posttest in May, and a comparison of the pre and posttests of the students is as follows:

		GRADE EQUIVALENTS			
Pupil	Test	Speed	Accuracy	Vocab.	Comp.
L. G.	pretest	5.0	5.6	5.6	4.1
	posttest	11.6	9.2	7.7	4.6
S. T.	pretest	4.5	4.1	3.7	-3.0
	posttest	6.0	5.3	3.6	3.7
H. L.	pretest	6.3	4.6	4.6	3.0
	posttest	12.5	9.2	4.1	4.1
Y. C.	pretest	7.0	7.4	6.6	4.1
	posttest	12.5	11.2	8.3	6.2
P. C.	pretest	5.6	-3.3	-3.0	-3.0
	posttest	3.9	-3.0	3.4	-2.6
M. J.	pretest	4.1	3.3	-3.0	-3.0
	posttest	4.2	3.7	-3.2	3.4
C. L.	pretest	5.0	3.3	-3.0	-3.0
	posttest	4.2	3.0	-3.2	3.9
P. M.	pretest	6.3	5.6	5.3	8.5
	posttest	6.8	7.9	7.9	7.2
B. L.	pretest	3.5	-3.3	3.0	-3.0
	posttest	7.6	-3.0	6.6	2.8
H. C.*	pretest	12.5	4.7	6.2	4.6
	posttest	12.5	6.0	6.2	4.5

Note: Minus values for GE's indicate raw scores were below tabled values for GE (GE was estimated).

*Did not have reading instruction prior to tutoring

A three month reading gain was to have been expected.

Six pupils made a gain of three or more months in Speed
Seven " " " " " " " " " " Accuracy
Four " " " " " " " " " " Vocabulary
Seven " " " " " " " " " " Comprehension

Generally, pupils reading at a fourth grade level or above made the greatest gain and proved to be our more reliable tutors. We feel that in the future we would not use students reading below an intermediate level as tutors.

We would recommend that in the future the Dolch Basic Sight Word list be used in the pre and post testing. The Dolch tapes were not liked by most Buckner pupils. They preferred that the tutor "copy" Mrs. V.'s method of presenting the words in order to personalize it.

The children liked the Conquests in Reading workbook and the Riddle, Riddle Rhyme Time game.

The program was well received by the children and most of them asked if they could do it again next year. The Buckner staff cooperated in every way in order that the program could be a success.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE 1970-71 ART INSTRUCTION AND ART THERAPY PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

July, 1971

03.06

Pupils taking part in the art therapy program were those who were referred by other staff members: teachers, principal, counselor, nurse, or librarian.

Following is an example of progress made by a pupil receiving art therapy:

"Ray is a first grader, who, when he was referred to me by his teacher, was very shy, quiet, and withdrawn. Ray lives with his grandmother, who is confined to a wheelchair, and grandfather. He also has several older brothers. His brothers are quite domineering, so perhaps this is one of the reasons Ray acted passively at school.

"I started working with him in October and found him to be quite sensitive and shy. To make him feel more at home when he was in the art room, I had him choose a friend to come out and work with him. This proved to be very successful, for Ray began to open up and even let forth sporadic giggles.

"Ray and his friend worked on various projects including wood sculptures and tissue paper. The main project Ray made was a four foot angel which was a cylinder base covered with muslin and burlap. This angel was absolutely delightful looking; even the Wichita Eagle came out to take a picture of it with Ray adjusting its halo!

"This project seemed to be a positive experience for Ray, as now he is a more outgoing and confident child. It's a pleasure to report this success!"

Pupils continued the art therapy sessions until the teacher felt sufficient improvement had been made. Then another pupil would be scheduled to replace the one who was returned to his classroom.

Principals interviewed about the art therapy program were very pleased with the results. They felt that it had a pronounced effect on the school by helping certain pupils to better cope with the school situation.

RECOMMENDATIONS

Based on the evaluation and findings the following recommendations are made:

- continue the program with added emphasis on the art therapy aspect;
- assign the program to buildings where a separate room with sink and running water for the art program is available;
- schedule the teacher full time in each building served;
- establish a small petty cash fund so the teacher can purchase special items while pupil interest is high.

03.00

ART INSTRUCTION AND ART THERAPY PROGRAM, 1970-71

SUMMARY

A special art program was provided for pupils in six Title I elementary schools. Three art teachers were assigned the responsibility for the program which consisted of two elements, art instruction and art therapy. In schools where facilities were available, art therapy received about one half of the teacher's time. Pupils given art therapy were those who were having difficulty coping with school and were believed to be able to profit from this kind of approach. Referrals were made by teachers, counselors, nurses, librarians, or principals. Therapy classes were small, ranging from one pupil to a maximum of five. Pupils were allowed to pursue any kind of art project they desired.

Art instruction was also available for kindergarten through third grade classrooms on a request basis.

Based on the evaluation, the recommendation was made to continue the program but in a more concentrated manner by assigning one art teacher to a school.

01.01

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

It was felt at the beginning of the Title I thrust in 1966 that children from economically impoverished areas could profit from the aesthetic experiences and understandings provided by an exposure to the art media. Later examinations of needs within the Title I target area showed the desirability of a more individualized art experience such as art therapy to help with some of the problems of pupil adjustment.

Prior to the implementation of Title I services in Wichita in the spring of 1966 elementary art instruction was a function of the regular self-contained classroom teachers. With the advent of Title I an art program was instituted in which three special art teachers taught demonstration art lessons in the classrooms of 33 elementary schools. The program remained unchanged throughout the school years of 1966-67 and 1967-68 except that the number of schools served was reduced to 24. For 1968-69 an additional art teacher was added to the staff and the number of project schools was decreased to 22. It was during this year that a pilot program was instituted in which one art teacher served only two schools. The emphasis was shifted away from special art in the regular classroom toward small group art instruction and art therapy in a separate art room. For 1969-70 the pilot art program was adopted by the three project teachers and six schools were provided with art services.

03.02

PROGRAM DESCRIPTION

Scope of the Program

Pupils of grades kindergarten through third were the recipients of art instruction or demonstration art teaching. As of September 15, 1970 there were 1728 pupils enrolled in the four grades of the six project schools. Ninety-five percent of these pupils were black. Each of the two main elements of the program was planned to have approximately equal amounts of time. Art instruction or demonstration had as its main goal the improvement of art teaching in the project schools. The main goal of art therapy was to help poorly adjusted pupils to cope with the school environment through a non-verbal approach, art therapy. About 208 pupils in grades kindergarten through sixth participated in this phase of the project.

Personnel

Three special art teachers were assigned to the program. All three teachers were well qualified to teach elementary art with two having majored in elementary art education. One teacher entered the program in September, 1970; one entered in September, 1969; and the third teacher has been in the program since it began in 1965. All of the teachers were highly motivated toward the art therapy approach.

Procedures

This report covers the school year 1970-71 which began August 31, 1970 and ended May 28, 1971. Six elementary schools located in the Title I target area were selected for the art therapy program. These schools were Dunbar, Ingalls, Isely, Little, L'Ouverture, and Mueller. Teachers devoted proportionate amounts of time to each school based on the total enrollment.

In three of the six schools a separate room was available for the art teacher's use. Three schools did not have separate facilities for art all year. Available space in one of these schools was shared with the counselor and speech clinician. In two other schools, the former art room was taken over for hot lunch facilities. When separate art facilities are not available, the art therapy segment of the program diminishes accordingly. This teacher spent nearly all of her time in classroom demonstration art teaching. This part of the art program was essentially an in-service activity for the regular classroom teachers. Various art techniques and art processes were demonstrated in the classrooms while the teacher observed. Classroom control remained the responsibility of the regular teacher. Classrooms were scheduled for art only at the request of the classroom teacher. If a teacher felt competent to handle her own art instruction there was no pressure to use the special art teacher. Requests kept the schedules full. In the three schools which had the space for an art room, the art teacher was able to schedule single pupils or small groups for art therapy. Pupils were referred to art therapy by a regular teacher or the counselor. It was felt that pupils with adjustment problems could be helped in the kind of a non-threatening environment presented by the art room where there were no grades to earn, tests to pass, or risk of failure. Each pupil was free to pursue his own interest whether it be finger painting, water coloring, or just pounding nails in a board.

A listing of the kinds of materials used and the processes employed will give some dimension to the spectrum of art activities pursued:

Materials

- acrylic paint
- beads
- bristol board
- burlap
- charcoal
- clay
- crayons
- crepe paper
- felt
- glue, paste
- ink
- jute
- liquid plastic
- liquid resin
- mat board
- nails
- paint
- paper
- plaster
- reed
- resin crystals
- shellac
- tempera
- thread
- tissue paper
- water color
- wax
- wire
- wood
- yarn

Processes

- batiking
- beading
- brush painting
- burlap hooking
- burlap sewing
- candle making
- clay molding
- collage
- coloring
- decoupage
- drawing
- finger painting
- jewelry making
- macrame knotting
- montage
- paper mache
- plastic sculpture
- plaster casting
- printing
- sand casting
- slab sculpture
- slide making
- weaving
- wire sculpture
- wood carving
- wood working

Tools in use were: drills, hand saws, kiln, linoleum cutters, needles, paint brushes, pliers, sabre saw, scissors, and wire cutters.

Pieces of art work which have been completed by the art pupils may be chosen for hall displays, bulletin boards, or display cases. Some schools hold an annual Art Fair in March. Displays are arranged in the school library and for PTA meetings.

Budget

The entire cost of this program is borne by Title I, ESEA. For the school year of 1970-71, the budget was as follows:

Instructional salaries	$24,260.00
OASI	1,122.00
Art supplies @ $500/school	3,000.00
	$28,382.00

Based on the kindergarten through third grade enrollment in the six project schools the per pupil cost amounts to $16.42.

EVALUATION

The primary objectives of this project were to provide art instruction for pupils in six Title I elementary schools and to provide art therapy for those pupils who were judged to have difficulty coping with the school environment. Art instruction was made available to classroom teachers on a rotating basis. This approach mainly emphasized demonstrating how the various art media could be utilized in the classroom. Teachers and pupils of grades kindergarten through third grade were included in this component of the project.

Table 03.1 shows a breakdown of enrollments in this part of the project by school, grade, and race.

TABLE 03.1

PUPIL PARTICIPANTS IN DEMONSTRATION ART TEACHING

	Grade					Race	
School	K	1	2	3	Total	Negro	All Other
Dunbar	37	30	29	39	135	122	13
Ingalls	108	90	83	90	371	362	9
Isely	99	88	100	93	380	379	1
Little	64	37	61	57	219	219	
L'Ouverture	50	58	40	50	198	151	47
Mueller	146	90	102	87	425	415	10
Totals	504	393	415	416	1728	1648	80
Percents	29.2	22.7	24.0	24.1	100	95.4	4.6

Note: Percents may not total 100 because of rounding.

The other component of the program, Art Therapy, had participation as shown in Table 03.2. Pupils of all grades up to sixth were eligible for this service. Almost twice as many boys as girls were referred for art therapy. By grade, the largest concentrations were at the first and third grade levels.

TABLE 03.2

ART THERAPY PARTICIPATION BY SCHOOL, SEX, GRADE, AND RACE

School	Sex		Grade							Race		
	Boys	Girls	K	1	2	3	4	5	6	Cau.	Negro	Mex. Am.
Ingalls	34	17	4	7	6	9	14	7	4		51	
Isely	15	1		5	5		6				14	2
Little	22	15			9	17	4	5	2		37	
L'Ouverture	7	3		3	3	1		1	2	3	7	
Mueller	59	35	9	29	9	11	7	15	14		94	
Totals	137	71	13	44	32	38	31	28	22	3	203	2
Percents of Total	65.9	34.1	6.3	21.2	15.4	18.3	14.9	13.5	10.6	1.5	97.6	1.0

Note: Percents may not total 100 because of rounding.

WICHITA PUBLIC SCHOOLS
UNIFIED SCHOOL DISTRICT 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
PRIMARY MATHEMATICS PROJECT
AT MUELLER ELEMENTARY SCHOOL

Funded by ESEA PL 89-10

Title I

Project #71091

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker

June 1971

04.01

PRIMARY MATHEMATICS PROJECT
1970-71

SUMMARY

The Primary Mathematics Project was designed to provide an approach to early elementary school mathematics instruction which had a low emphasis on written or printed material. It was felt that children could begin to develop mathematical concepts independent of reading skills. The project was initiated during the second semester of 1969-70 and was continued during 1970-71. Originally planned for six teachers, two each at grades kindergarten through second, and 60 pupils the project completed its second year with five teachers and about 100 pupils. Main goals of the project were: (1) to develop the program and a course of study handbook, (2) to develop a mathematics readiness test instrument, and (3) to test out the program with experimental groups of children. Each of the goals was accomplished. Project children made considerably larger pretest to posttest gains on the readiness instrument than any of the comparison groups. Gains for the project children ranged from 12.8 to 5.9 greater than the gains of the nearest comparative groups.

The demonstrated success of the program led to the recommendation to continue and expand the program where possible.

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $555.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

Mueller Elementary School is located entirely within the geographic area which has been designated as economically deprived and therefore Title I funds were available to pupils of the school. Enrollment of this school is 98% black for the 1970-71 school year. Many children are being bussed out of the area to surrounding integrated schools.

Some preliminary planning of the kind of activities to be included in this project was begun by the Director of Elementary Education prior to the school year of 1969-70. A view held by the director was that instruction in early mathematical concepts need not be delayed until after the child could comprehend the printed page. It was felt, particularly among disadvantaged or deprived pupils, that the building of mathematics concepts could proceed very early in school and without the necessity of having to read.

Planning meetings were held throughout the first semester of 1969-70 among elementary education personnel. A proposal was drafted and presented to the Title I coordinator for approval. Because of the lateness in the semester, the project did not get started until the second semester of 1969-70.

Program Description

Scope of the Program

Two classes each of kindergarten, first grade, and second grade pupils were selected for participation in the project.

There were three main objectives for the school year, 1970-71. The first was to develop a mathematics program with low reading dependency, the second was to develop an instrument to measure mathematical readiness, and the third was to improve the mathematical achievement of pupils in the target group.

Personnel

A. Mathematics Specialist

A high school mathematics teacher who met the qualifications of the job description (see Appendix 04A) was hired near the end of first semester of the 1969-70 year. This person continued in the position for the 1970-71 school year as well. He planned and held inservice training sessions, developed a handbook, test materials, and visual aids.

B. Teachers

Six teachers volunteered to enter the program. There were two kindergarten, two first grade, and two second grade teachers. A portion of their school day was devoted to the implementation of mathematical procedures worked out by the mathematics specialist.

C. Instructional Aide

One instructional aide was assigned to the project to assist with clerical details, producing instructional materials, and monitoring mathematics activities in the project classrooms. This person also worked with individual pupils or with small groups, usually about three pupils.

Procedures

A resumé of the project written by the Mathematics Specialist follows:

Five teachers* were involved in the Primary Mathematics Project at Mueller Elementary School. Each child in the program received regular daily mathematics instruction consisting of 15 minutes a day for kindergarten and 30 minutes a day for first and second grades. The program is a child centered activity approach to teaching mathematics with a high emphasis on the use of manipulative materials. Phase II, the semi-concrete stage, features the use of the flannel board and magnetic board. Phase III, the semi-abstract stage, involves the use of the blackboard and overhead projector. Phase IV, the abstract stage, emphasizes the use of paper and pencil to record responses. Teacher-made games are used to stimulate the students' interest in arithmetic. Some of the games used in the classroom are: number football, number baseball, number basketball, hurdle race game, bowling, and pool.

Each classroom is equipped with a math interest center where children can work on math independently. The math centers contain games, puzzles, teacher-made machines and other manipulative devices. Standard equipment in the classrooms include: a magnetic board, an overhead projector, individual flannel boards, and individual blackboards. Each room is also equipped with many teacher-made games, puzzles, machines, and other manipulative devices. A unique facility at Mueller is the mathematics laboratory. Each child is scheduled in the math lab weekly on a rotating basis. In the lab the child is exposed to the following kinds of activities: strengthening concepts already introduced, working on teaching machines, performing experiments involving measurements, playing mathematical games, working with patterns, and doing independent research to investigate new concepts.

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*The project was originally planned for six teachers. One first grade class was involved in a Performance Contract project.

Individualized skill sheets were developed that show the desirable mathematics concepts for each level of instruction. The skill sheets are used by the teacher to keep a record of the students' mastery of these concepts. Readiness tests are administered to each child periodically with the results recorded on his skill sheet. These skill sheets serve as a record of the child's achievement.

A pretest and posttest was administered to: children at Mueller in the project, children at Mueller not in the project, and children at Ingalls who were used as a control group.

The Mathematics Specialist has conducted nine one-half day workshops. Participants were allowed to manipulate the equipment in the Math Lab and construct some of the games to take with them. Seven of the workshops involved different college math method classes.

Over 550 visitors come to observe the project. These visitors included: elementary teachers, parents, administrators, math consultants, cadet teachers, college students, college teachers, state education representatives, and O. E. O. representatives.

A two day workshop was held preceding the 1970-71 school year. During this workshop the teachers learned how to use the overhead projector effectively, were oriented to the philosophy of the Primary Math Project, and were exposed to the structure of the project. Four Saturday morning workshops were held for the teachers in the project. Two outstanding math educators (Dr. Capps from KU and Dr. Gibb from Texas University) assisted in two of these workshops. They stated their philosophy of elementary math instruction and demonstrated how different manipulative devices can be used in the classroom.

The Mathematics Specialist has taken over 120 slides of the project in action. He has selected 60 of these slides to represent the basic components of the project. He has given a slide presentation of the project to the following groups: six elementary school staff meetings, two PTA groups, one Lions Club meeting, one Follow Through meeting, a National Math Teachers Convention session, Wichita Association of Teachers of Mathematics meeting, mathematics departmental meeting and an area mathematics teachers meeting. The project has received coverage on the front page of the local newspaper and an article in the Kansas Elementary Principal Journal.

The Mathematics Specialist has written a book which contains a sample skill sheet for each grade level and a section for each different concept. Each section includes an introduction of the concept (Why it is important), teaching strategies for each phase of instruction, interest center activities, games involving the concept that can be played with the class and a measuring device to determine concept mastery.

Mathematics Laboratory

A former classroom was set aside specifically as a mathematics laboratory. To the pupils in the project, it is the "Magic House of Math". Here, the mathematics specialist and the aide devise math teaching aids from simple, inexpensive materials and put them into use. Many kinds of games are adapted to teach mathematical concepts.

Pupils are brought to the lab once a week in small groups to "play games". An article written by Jack Kennedy is a very fine report on the project (see pages 04.06 and 04.07).

Budget

The only direct cost of this program which was charged to the Primary Math project was the salary of the Mathematics Specialist and associated costs such as OASI and special supplies. The aide's salary was included in another Title I project. Teachers in the project were reimbursed from regular local instructional funds. The total cost of the Primary Math Project, $13,800, was funded by Title I, ESEA. Based on the number of pupils participating in the project, 103, the per pupil cost amounts to $133.98.

EVALUATION

The Primary-Mathematics Project was subjected to the EPIC method of evaluation procedure. In this scheme, the institutional and instructional variables are described in terms of expected behavior and the means of assessing the behavior is defined.

There are three broad goals of this project:

Goal 1: To develop a K-2 number program with low dependency on printed material
Goal 2: To develop an instrument for the measurement of mathematical readiness and understanding
Goal 3: To improve mathematical achievement.

Each goal lends itself to the statement of a behavioral objective. These are stated as follows:

1. A mathematics program with low reading dependency will be developed by a mathematics specialist for educationally deprived children in grades K-2 at Mueller Elementary School as shown by a mathematics handbook that will be produced.
2. An instrument for the measurement of mathematical readiness and understanding of educationally deprived pupils of grades K-2 at Mueller Elementary School will be developed by the mathematics specialist.
3. The mathematical achievement of the Primary-Mathematics Project pupils at Mueller Elementary School will be improved significantly beyond that of a control group as shown by pupils' responses to

The Wichita Eagle

WICHITA, KANSAS 67201, WEDNESDAY, FEBRUARY 3, 1971

Math Plaything In Magic House

By JACK L. KENNEDY

Eagle Education Writer

Too many things about the way math is traditionally taught to kids under age 8 don't add up, a former Southeast High School teacher thinks.

So he subtracted some old standbys like workbooks and endless lectures, divided Mueller Elementary School classes into small, active, enthusiastic groups, and multiplied their interest in number concepts.

At Mueller, imagination plus energy appears to equal success.

IT ALL TAKES place in the "Magic House of Math" and the kindergarten through second grade classes supervised by math specialist Ed Schroeder.

Some figures should interest the Wichita Board of Education too. By the end of the year, the board may know whether Schroeder's $15,000 federally funded project ($10,000 of it in salaries) can equal results in the Mueller phase of the $270,000 federally financed performance contracting project.

Try subtracting that. It's a difference of $255,000 in U. S. Office of Education money.

THE ELEMENTS in Schroeder's "Magic House of Math" include:

- Teaching aids so simple even the most fumble-fingered teacher can make them—"math machines" which are cardboard box tops, games made out of styrofoam, large-size dominoes, blocks of various shapes, sizes and colors.

- Definite math goals for each child, charted on a printed sheet to eliminate guesswork—"Skill sheets" which log number recognition, ability to match sets of numbers or objects, ability with fractions in the students' own height and weight measurements, knowledge of capacities, length, money, etc.

Regular "readiness tests" also are given.

- A sense of fun and excitement in the classroom, when first graders compete to give the right answer because it will mean a player moves to first base on a cardboard baseball diamond—and may have a chance to score.

- Stress on "winning the game" at their own pace, rather than getting a letter

(Turn to Page 9A, Col. 1)

ED SCHROEDER
. . . Adds new ideas . . .

PRIDE GLOWS ON MUELLER PUPIL'S FACE
. . . Fun, success matched in new math program . . .

Children Play to Learn In Magic House of Math

★ From Page 1

grade or carefully copying down a problem.

Kindergarten youngsters spend 15 minutes a day with math, under supervision of Schroeder and other teachers. First and second graders get 30 minutes a day.

Once a week, they go through a door labeled "Magic House of Math" into the "math laboratory." One of its attractions is the "self-teaching center."

There a child may pick up an electric board, homemade, which lights up when he gives the correct answer. Or he may reach for a "math machine," roll up a problem, write down the answer, then open a peep hole on the cardboard box to see if he was right.

During the non-lab class period, one youngster told a friend in disgust as the two looked at a mixed string of blocks, "You have to have two kinds, this one and that one." On the floor nearby, a girl searched behind her for a domino with two dots that would match the end of the string.

Other groups used "geo boards," stretching rubber bands across nails to make geometric shapes. A triangle has three sides, one kindergartener volunteered.

SCHROEDER was an advanced math teacher at Southeast for eight years. He heard about the Mueller project, described by Principal Lynn Silvertooth as "really the brainchild of Doyle Koontz (elementary education director), who has quite a math background."

Although he works closely with them, Schroeder said, regular instructors do the teaching.

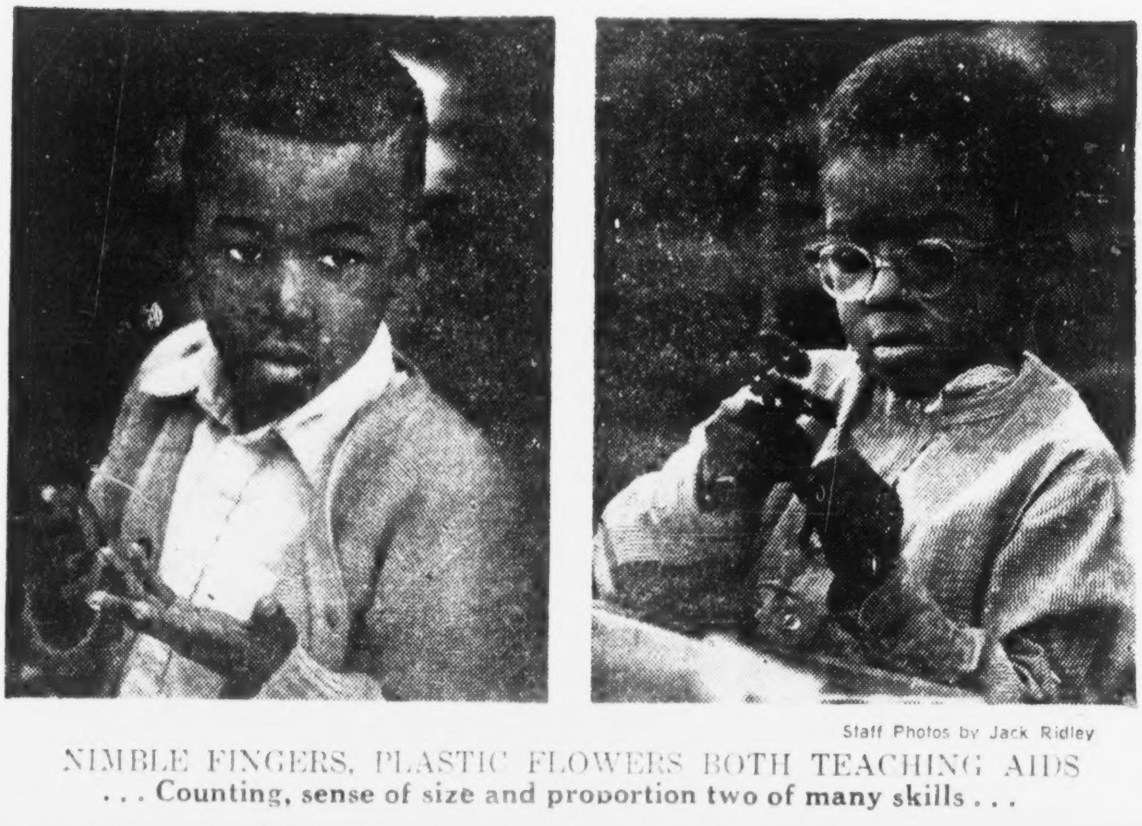
"Traditionally, there hasn't been a definite math program for young children," Schroeder said. There has been little definition of what the goals should be and how they should be reached, he added.

Southeast is "as fine a place for high school teaching as it could be, but I kind of have a feeling for elementary math. Too many elementary teachers are workbook teachers, with no idea of math concepts. There is no set program. If a teacher doesn't like math, she just pushes it in a corner."

HE BELIEVES kindergarten through second grade is the place to begin with basic math, and that the following years are spent in reinforcing what is learned during the first three years. Schroeder also thinks children can move from concrete to abstract math, and enjoy it.

The math project director is working on a book which will spell out for even the most ill-equipped elementary teachers how they can chart goals and reach them, with cheap, homemade devices. The children are encouraged to locate shoe boxes or other items at home and make their own math machines.

There will be more in-service training for teachers, principal Silvertooth added — and with luck the approach may spread to 10 more schools next fall.



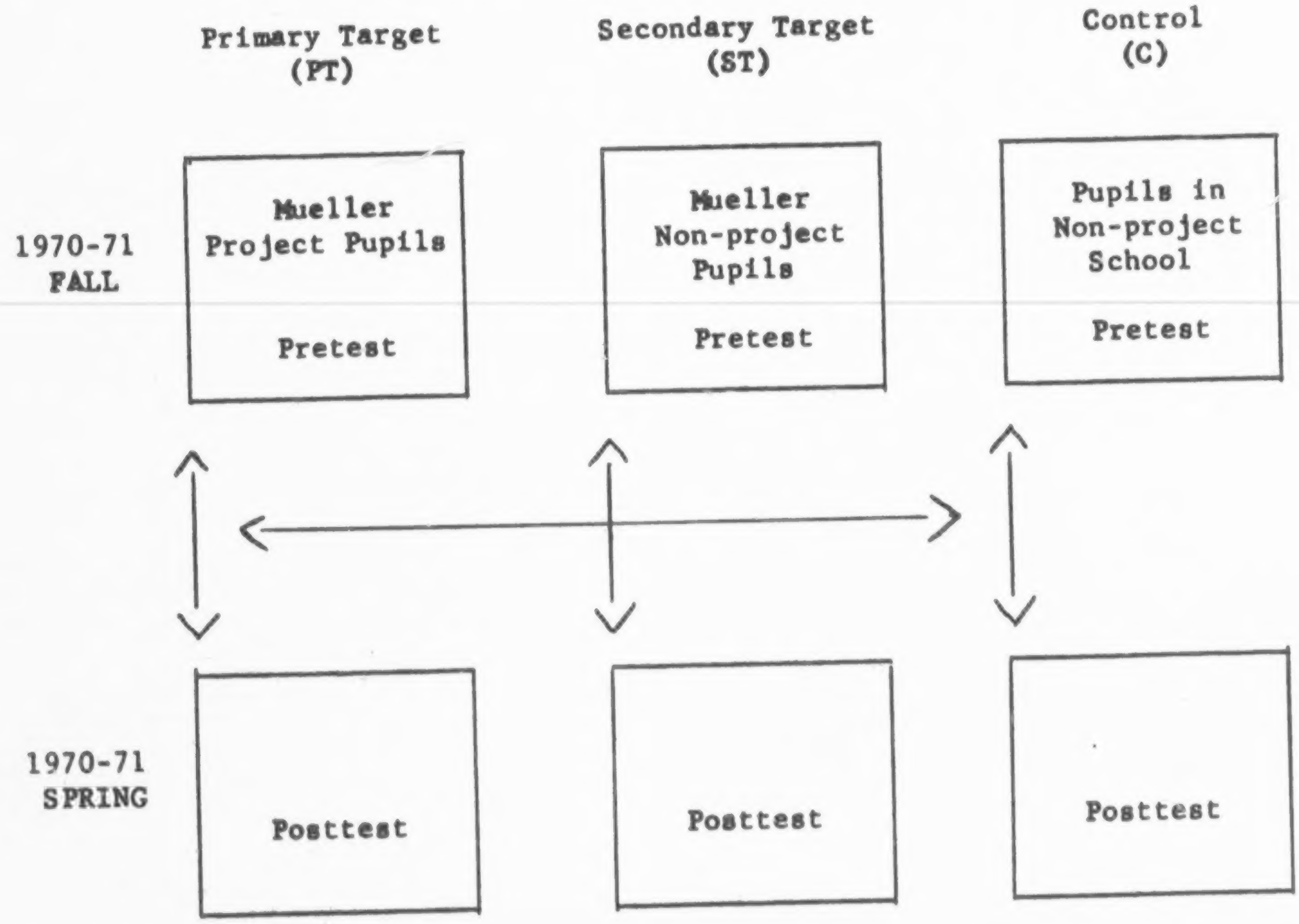
Staff Photos by Jack Ridley

NIMBLE FINGERS, PLASTIC FLOWERS BOTH TEACHING AIDS
. . . Counting, sense of size and proportion two of many skills . . .

standardized arithmetic test instruments or locally developed instrument.

An evaluation design model for the treatment of data is demonstrated as follows:

PRIMARY MATHEMATICS PROJECT EVALUATION COMPARISONS


Primary Target
(PT)
Secondary Target
(ST)
Control
(C)
1970-71
FALL
Mueller
Project Pupils
Pretest
Mueller
Non-project
Pupils
Pretest
Pupils in
Non-project
School
Pretest
1970-71
SPRING
Posttest
Posttest
Posttest

Comparison 1. (Vertical Arrows)

Compares change from pretest in fall 1970-71 to posttest in Spring of 1970-71 within PT, ST, and C.

$1H_1$: Posttest $_{70-71}$ (PT) $>$ Pretest $_{70-71}$ (PT)

$1H_2$: Posttest $_{70-71}$ (ST) $>$ Pretest $_{70-71}$ (ST)

$1H_3$: Posttest $_{70-71}$ (C) $>$ Pretest $_{70-71}$ (C)

Comparison 2. (Horizontal Arrow)

$2H_1$: PT (Gain) > ST (Gain) > C (Gain)

$2H_2$: Pretest PT > Pretest ST > Pretest C

$2H_3$: Posttest PT > Posttest ST > Posttest C

In the above model, the primary target is considered to be those pupils at Mueller School who are in the project group, two classes each in grades K-2. Secondary target is those pupils of Mueller, grades K-2, who are not in the project group. These pupils are designated secondary target because there undoubtedly will be some "spill-over" effect from the primary target group. Past experience has shown the unfeasibility of attempting to keep a control group "pure" when it is in the same school as the primary target group. Therefore, the control group will be drawn from an entirely different school. No adequate means are available to select a strictly "matched" control group, however, one other black elementary school is indicated as providing a fairly comparable control group, Ingalls. Ingalls was chosen on the basis of:

1. somewhat comparable number of pupils in grades K-2
2. comparable third grade mean ITBS arithmetic scores based on an average of four years, 1965-68
3. comparable measured ability levels as indicated on 1968 second and fifth grade CTMM scores.

As previously stated in the report from the mathematics specialist, a handbook or course of study was written for the Primary Math Project. This book is in looseleaf form at this time which allows for revision and updating as concepts and techniques are refined.

The readiness test which was developed by the mathematics specialist was administered pretest during September, 1970 and again posttest during May, 1971. Results are presented later in this section. Copies of the handbook and the readiness tests are not included in this report. Completion of these two items fulfill the requirements of objectives 1 and 2.

A listing of pupil participants is shown in Table 04.1.

TABLE 04.1

PUPILS PARTICIPATION IN THE PRIMARY MATHEMATICS PROJECT BY GRADE, SEX, AND RACE (PRIMARY TARGET GROUPS)

Grade	Sex		Race	Pupils moved from district during year
	Boys	Girls	Negro	
Kdg	23	24	47	5
1	14	13	27	6
2	13	16	29	1
Totals	50	53	103	12

There were approximately equal numbers of boys and girls, all of whom were black. Mobility throughout the project year was considered to be fairly minimal in comparison to other project enrollments in similar school areas. Only one pupil moved out of the second grade primary target group. These groups are all larger than had been called for in the original planning proposal. The project was planned for 60 pupils.

A readiness test which had been developed by the mathematics specialist was administered pretest during September and posttest during May. Kindergarten pupils require approximately 12 minutes to complete the kindergarten section. First grade pupils require about 30 minutes while the second grade section requires about 45 minutes for completion. Pretest and posttest results are shown in Table 04.2.

Referring to the evaluation design, two comparisons of test data were suggested. The first of these hypothesized that posttest results would be greater than pretest results. Such was the case in each group. The second hypothesis stated that primary target group gains would be greater than secondary target gains and these in turn would be greater than control group gains. At the time the Primary Math Project was organized, it could not be forseen that Performance Contracting would become a part of the scene. Hence, what would have been the first grade secondary target group became the first grade performance contract group. The second grade performance contract group was included for comparative purposes.

At each grade level, the greatest mean gains recorded from pretest to posttest were achieved by the primary target groups. At both the first and second grade levels the primary target groups posted the high pretest means. It should be noted that the higher a pretest mean achieved, the more difficult it may be to show larger mean gains. Among the secondary target, control, and performance contract groups the hypothesized rank order of gains does not work out. For any grade level there is only a maximum of 1.7 mean gain difference among the non primary target groups. Differences between primary target group gains and the nearest comparison groups were 7.9 for kindergarten, 12.8 for first grade, and 5.9 for second

TABLE 04.2

COMPARISON OF PRIMARY MATHEMATICS PROJECT PRETEST - POSTTEST SCORES ON READINESS TEST

Grade	Group*	N	Possible Score	Pretest Mean	Posttest Mean	Mean Gain	Range of Gains	Correlation	t Statistic
Kindergarten	PT	40	61	34.6	54.6	20.0	+3 to +38	.61	15.58
	ST	38	61	37.2	48.9	11.7	-1 to +26	.74	9.98
	C	38	61	37.8	49.9	12.1	0 to +26	.77	10.25
First	PT	22	88	40.8	80.4	39.6	+29 to +49	.65	43.53
	PC	23	88	35.1	61.9	26.8	+11 to +38	.69	21.00
	C	20	88	38.9	64.1	25.2	+8 to +44	.73	14.20
Second	PT	28	86	56.0	77.8	21.8	+11 to +35	.69	15.81
	ST	24	86	52.1	66.3	14.2	+2 to +26	.87	10.84
	C	26	86	48.7	64.5	15.8	-5 to +34	.69	7.85
	PC	21	86	44.5	60.4	15.9	-18 to +36	.52	6.39

*PT - Primary Target
ST - Secondary Target
C - Control
PC - Performance Contract

grade. There were no regressions among the individual primary target group pupils. Correlations were lowest for the primary target groups at both the kindergarten and first grade levels.

The principal of Mueller was interviewed regarding his opinion about the Primary Math Project. He was extremely enthusiastic about its possibilities and pleased with the favorable comments he had received about the program from other educators, parents, and the press.

RECOMMENDATIONS

Results shown in the evaluation of this program demonstrate that gains made by children in the program are considerably greater than those made by children not in the program. Preliminary results indicate that the Primary Math Project children out-performed the Performance Contract children. All of the stated objectives were met. Based on the results and the obvious program success the following recommendations are made:

- That the program be continued and expanded to as many elementary schools as possible with local funding.
- That teacher workshops be continued as a vehicle for the dissemination of information and ideas about the program.

APPENDIX 04

WICHITA PUBLIC SCHOOLS
DIVISION OF PERSONNEL SERVICES
428 South Broadway
Wichita, Kansas 67202

October 29, 1969

SUBJECT: Announcement of Vacancy

PROJECT: Mathematics Specialist--Developmental Primary Mathematics Project*

The mathematics specialist is responsible for the development and implementation of a mathematics curriculum for primary grades (K-1-2) and is directly responsible to the principal of the elementary school in which the project operates and to the Coordinator of Primary Education.

FUNCTIONS AND RESPONSIBILITIES

1. Works directly with the six primary teachers (K-1-2) assigned to the Developmental Primary Mathematics Project
2. Plans and develops instructional activities appropriate to the project
3. Plans inservice sessions for the teachers in the project
4. Develops visual aids and teaching techniques for the purpose of demonstration teaching
5. Assumes responsibility for the development of a primary mathematics handbook during the second year of the project. Complete records and lesson plans will be kept to facilitate development of the handbook.

*Employment is subject to the approval of the project by the Board of Education.

(over)

CONTRACT

Regular teacher's contract plus a two weeks addendum for additional time commitment.

SALARY

Salary is dependent on professional training and experience.

INTERESTED APPLICANTS SHOULD POSSESS THE FOLLOWING:

Personal Qualities

An applicant should be in the 25 to 40 year age range and in good health. He should be personable, friendly, patient and possess a sense of humor. He should have good judgment, ability to discriminate, plan, organize and make decisions in a meaningful manner.

Professional Background

Certification:	Must meet the state requirements for teacher certification.
Training:	Must hold masters degree. Formal training must meet the qualifications for an administrator's certificate. Must include at least a minor in mathematics.
Experience:	Must have a minimum of three years teaching experience. Elementary teaching experience is preferred.

APPLICATIONS

A written application and a personal interview will be required of all candidates. Persons wishing to be considered for the position should place a formal application on file with the Personnel Services Division.

Questions concerning the position should be directed to Dr. A. Keith Esch, Director, Division of Personnel Services, 428 South Broadway, Wichita, Kansas 67202.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
1970-71
KEYBOARD MUSIC
INSTRUCTION PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

July, 1971

05.00

KEYBOARD MUSIC INSTRUCTION PROGRAM, 1970-71

SUMMARY

For the fifth consecutive year since 1966-67 the Piano Keyboard Music Instruction program was conducted for the benefit of third and fourth grade pupils in eight selected Title I elementary schools. Two teachers, both of whom have been with the project since its beginning, each instructed ten classes of pupils daily. Dependent upon the school, pupils received either one or two 30-minute instruction periods weekly. The main goal of the project was to provide pupils with some mastery of keyboard fundamentals. A total of 825 pupils received instruction in the piano vans which were moved among the project schools on a regular schedule. A randomly selected group of pupils was selected for testing with a locally developed Music Symbols Test, a piano key identification test, and for improvement in playing ability of musical pieces. Analysis of the testing results revealed that third grade pupils scored an average of 67 percent on the Music Symbols Test while fourth grade pupils scored an average of 74 percent. Slightly lower results were obtained on the piano key identification test. Seventy-seven percent of the pupils were rated A or B for the amount of improvement in playing ability.

Results led to the recommendation for the continuation of the program.

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

When Title I funds first became available in the spring of 1966, one of the overall objectives was the improvement of special curricular areas. One of the areas chosen was elementary music. It was felt that there was a special need for music improvement among economically deprived school children. Also, it was thought that there was less likelihood that these children would have had any exposure to music training at home. Study revealed that the ideal age for music training was third grade age and that the piano keyboard was an ideal instrument of instruction. Thus, the keyboard music program was instituted. At first all of the third grade pupils of seven selected elementary schools were scheduled for the piano keyboard instruction. Thirty-two electronic piano keyboards were purchased along with the associated wiring. Eighteen of the keyboards were placed in a large converted trailer which served as a mobile classroom. The piano van was moved on a regular schedule from school to school. The remaining fourteen keyboards were distributed two to each school. Each class was allotted forty minutes, once per week, per class. During the 1966-67 school year, twenty-four piano units were placed in the mobile van and the third grade pupils of five public and one parochial elementary schools were served. For 1967-68 an additional van with twenty-four electronic keyboards was added and third grade pupils of eleven public and one parochial elementary school were included. The program remained the same for 1968-69 and for 1969-70 the number of schools served was reduced to eight, seven public and one parochial.

PROGRAM DESCRIPTION

Scope of the Program

The Keyboard Music program was designed to provide a setting for the teaching of the fundamentals of music, on the piano keyboard, to the pupils in economically disadvantaged areas.

All third grade pupils of seven public and one parochial elementary school were scheduled for the piano van. If any spaces were available, fourth and fifth grade pupils were scheduled.

Personnel

A. Teachers

Two teachers, both experts in piano instruction, were assigned to the mobile keyboard music program. Both instructors have been with the program since it began in 1966.

Procedures

This report covers the school year 1970-71. The program was continued in operation at seven public schools and one parochial elementary school. These were the same schools that were included for 1969-70.

Two specially equipped mobile vans were utilized in this program. These are large converted mobile trailers which are air conditioned and each is equipped with 22 individual electronic keyboards, headphones, associated electronics, and teacher's control console. Provision is also made for storage closets and retractable screen for use with an overhead projector. The piano vans are moved from one school site to another according to the following schedule:

	Van A	Van B
Monday	Isely	Mueller
Tuesday	Ingalls	Little
Wednesday	Fairmount Holy Saviour*	Mueller
Thursday	Isely	Little
Friday	Ingalls	Brookside MacArthur

*Parochial School

Members of the Plant Facilities department accomplished the nine van relocations required each week. With the exception of the move at noon on Friday between Brookside and MacArthur, all moves were accomplished after school hours. Parking facilities and electrical hook-ups have been installed at each site. Pupils of Holy Saviour who were in the program walked to Fairmount because of the close proximity of the two buildings.

Participating pupils of the project schools received two 30-minute periods of instruction per week except for the pupils of Fairmount, Holy Saviour, Brookside, and MacArthur who received one 30-minute session per week. Experience gained in the previous three years of the program shows that the class size should not exceed 16 in order to derive maximum benefit for the pupils. The largest class size instructed this year was 20. It becomes difficult for the pupils at the piano keyboards farthest to the rear of the trailer to observe the teacher or demonstrations on the teacher's console.

Budget

The Keyboard Music Instruction program was funded by ESEA Title I Project #71091 allocations. Expenditures of $19,210 were made for the two project teachers' salaries. In addition, $1425 were spent for materials, supplies, and other expenses. These costs represent continuation costs since the vans, keyboards, and electrical installations were provided out of prior years' funding allocations. Stated in per pupil amounts, the cost is approximately $25.01 per pupil.

EVALUATION

The following objectives were chosen for evaluation for the 1970-71 school year in the Keyboard Music project.

Objective 1: Pupils participating in Keyboard Music Instruction will acquire a knowledge of the symbols of music as shown by a locally prepared music symbol test administered in the spring.

Objective 2: Pupils participating in Keyboard Music Instruction will acquire a knowledge of the visual pattern of the piano keyboard as measured by their ability to correctly identify notes on a keyboard.

Objective 3: Pupils participating in Keyboard Music Instruction will be able to demonstrate to the teacher an ability to play musical pieces which indicate an improvement in melodic, rhythmic, and harmonic concepts.

Pupils chosen to participate in the project were all third graders in the project schools and as many fourth grade pupils as could be accomodated in the remaining time in the teaching schedules. Table 05.1 shows the composition of keyboard music classes by various categories.

05.04

TABLE 05.1

PUPIL COMPOSITION OF KEYBOARD MUSIC CLASSES

Grade	Sex		Race					Total
	Male	Female	1	2	3	4	5	
3	238	237	86		383	1	5	475
4	173	177	63	1	283	1	2	350
Totals	411	414	149	1	666	2	7	825

Boys and girls were about equally divided in numbers. Eighty percent of the pupils were black. Only ten were from other minority groups.

A music symbols test (see Appendix 05) was developed and administered to a randomly selected group of pupils. One hundred thirty-five pupils were tested in the random process. While a larger number was selected, some classes were not tested because of time limitations. The average number of pupils tested in each class was three.

Table 05.2 shows the results obtained from the Music Symbols Test. The mean score for third grade pupils was 67.4 and for fourth grade pupils 74.4, or seven points greater. This may indicate a slightly greater advantage because of the extra year of maturation for fourth grade pupils. Also, most fourth grade pupils had keyboard music exposure in the third grade.

TABLE 05.2

COMPARISON OF RESULTS OF RANDOMLY SELECTED GROUP ON MUSIC SYMBOLS TEST (Possible Score = 100)

School	Third Grade				Fourth Grade			
	N	$\bar{X}$	SD	Range	N	$\bar{X}$	SD	Range
Brookside	3	87.5	17.5	62.5-100	3	71.7	16.6	57.5-100
Fairmount	9	64.2	18.3	37.5-97.5	9	67.5	19.0	37.5-92.5
Holy Saviour	3	54.2	22.7	37.5-80.0				
Ingalls	13	68.7	19.9	35.0-100	10	74.0	24.9	37.5-100
Isely	14	68.4	19.9	35.0-97.5	7	63.2	16.1	40.0-85.0
Little	15	76.8	18.6	35.0-100	9	75.6	11.7	62.5-95.0
MacArthur	6	71.2	13.0	52.5-85.0	7	85.4	14.4	57.5-100
Mueller	21	58.4	23.7	15.0-95.0	6	85.0	14.6	77.5-100
Total	84	67.4	21.6	15.0-100	51	74.4	19.3	37.5-100

05.05

Pupils in four schools were tested for their knowledge of piano key identification. These results are shown in Table 05.3. This test consisted of the teacher showing the pupil a key on the piano and asking for the name of the key. For third grade pupils the mean number of keys correctly identified was 6.2. For fourth graders the number was 6.7, a slight increase over the third grade results.

Another aspect of the testing process involved the playing of musical selections by the pupils. Improvement in playing ability was evaluated by the instructor. For both grades, about 77 percent of the group tested was rated in the A or B letter grade categories. These results are shown in Table 05.4.

TABLE 05.3

COMPARISON OF RESULTS OF RANDOMLY SELECTED GROUPS ON
PIANO KEY IDENTIFICATION TEST (Possible Score = 10)

	Third Grade				Fourth Grade			
School	N	$\bar{X}$	SD	Range	N	$\bar{X}$	SD	Range
Fairmount	9	4.1	4.1	0-10	9	5.4	3.6	0-10
Holy Saviour	3	9.0	1.7	7-10				
Ingalls	13	5.0	4.0	0-10	10	7.2	3.4	0-10
Isely	14	8.1	3.7	1-10	7	7.6	4.2	1-10
Totals	39	6.2	4.2	0-10	26	6.7	3.8	0-10

TABLE 05.4

FREQUENCY DISTRIBUTION OF GRADES EARNED BY RANDOMLY SELECTED GROUP ON PIANO PLAYING DEMONSTRATION TEST

	Third Grade					Fourth Grade				
School	N	A	B	C	D	N	A	B	C	D
Fairmount	9	8	1			9	4	2	1	2
Holy Saviour	3	2	1							
Ingalls	13	3	3	4	3	10	6	2	1	1
Isely	14	8	4	2		7	4	2	1	
Totals	39	21	9	6	3	26	14	6	3	3
Percents	100	53.8	23.1	15.4	7.8	100	53.8	23.1	11.5	11.5

The information shown in Tables 05.2 through 05.4 gives indication that the stated objectives were attained. Further testing should be done with the Music Symbols Test to determine if results with another year's group are consistent with this year's group.

RECOMMENDATIONS

Because there is some indication that more mature pupils make greater achievement in the Keyboard Music Symbols Test consideration should be made to offer the program to fourth and fifth grade pupils rather than third and fourth graders. The extra year of maturity might pay off in a higher achievement level. Since the piano vans are moved from school to school, the schedule should be revised to reduce the number of times per week that the vans must be relocated.

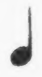
A highly specialized project of this type should have a trained "back-up" person who could act as a substitute when the regular keyboard music teacher is absent because of illness, court duty, etc.

The program is recommended for continuation.

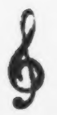
APPENDIX 05

05-A1

Music Symbol Test

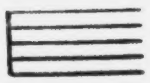


quarter note
half note
whole note
treble or G clef

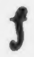


quarter note
repeat sign
treble or G clef
quarter rest

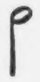
quarter note
repeat sign
whole note
treble or G clef



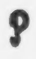
quarter note
repeat sign
staff
quarter rest



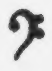
quarter note
forte (loud)
piano (soft)
repeat sign



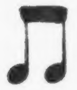
quarter note
half note
repeat sign
forte (loud)



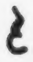
piano (soft)
forte (loud)
quarter note
repeat sign



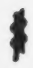
bass or F clef
forte (loud)
quarter note
repeat sign



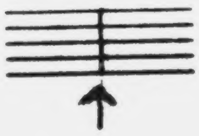
quarter notes
eighth notes
repeat sign
bass or F clef



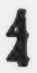
quarter note
quarter rest
repeat sign
staff



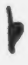
repeat sign
sharp
quarter note
bass or F clef



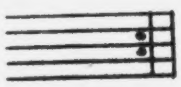
measure line
bar line
treble or G clef
bass or F clef



treble or G clef
time or meter signature
bass or F clef
staff

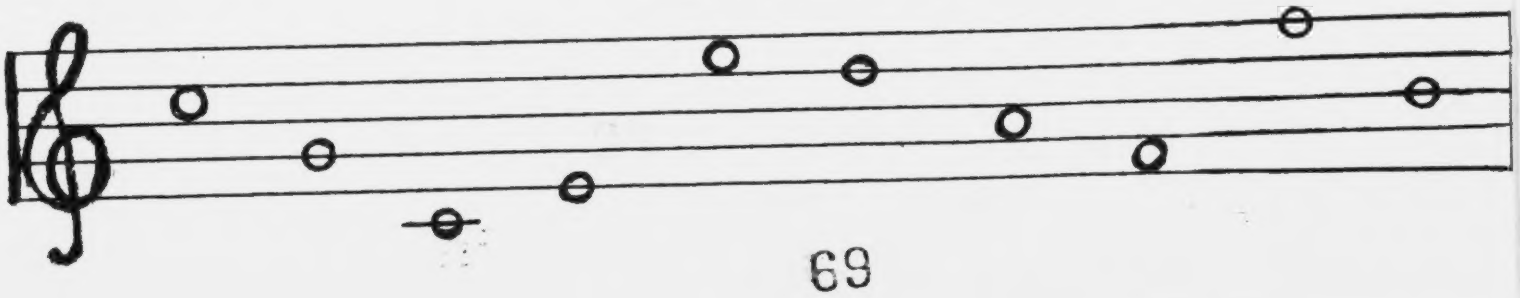


staff
flat
repeat sign
treble or G clef



bass or F clef
forte (loud)
quarter note
repeat sign

Write the letter name of the note below each note:



WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
1970-71 NEGLECTED
CHILDREN'S INSTITUTIONAL
PROGRAMS

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

July, 1971

06.00

NEGLECTED CHILDREN'S PROGRAMS, 1970-71

SUMMARY

Three local homes for neglected children participated in this project for the 1970-71 school year. Different approaches were used in the various homes. Two homes, Wichita Children's Home and Phyllis Wheatley Children's Home, emphasized instruction of a recreational, tutorial, or remedial nature while the third home, Maude Carpenter Children's Home, emphasized staff training. The homes with a Washington approved case load of 88 children served a total of 177 children in the separate components throughout the year. Pupil turnover caused by placement in foster homes accounted for the larger figure. Evaluations made by classroom teachers of pupils in their classes who were neglected home residents showed that for those pupils who were in class long enough to evaluate, progress had been made. Most of the pupils who participated in subjects such as music, crafts, or physical education were considered to have made improvement as a result of the instruction.

A recommendation was made to put more emphasis on the staff training component of the program.

06.01

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

Children living in an institutional setting may not experience some of the close family relationships found in the average home and hence may not enjoy some of the satisfactions of having a parent express an interest in the child's school experiences. It was felt by Title I project directors that some kind of compensatory effort needed to be directed toward the residential homes for neglected children.

For the school year 1966-67 Title I funds were made available to provide enrichment opportunities for neglected pupils in music, art, and physical education. The program was continued the next two years and expanded with the addition of corrective reading instruction and counseling services. Mathematics instruction was also added for 1968-69. 1969-70 saw the addition of arts, crafts and home economics to the enriched offerings. The offerings for 1970-71 remained virtually unchanged.

PROGRAM DESCRIPTION

Scope

A total of 177 children were involved in all of the components of the Neglected Children's Programs. Major goals of the program were to provide supplementary, recreational and tutorial instruction, to improve the pupils' achievement level in academic and non-academic subjects. A secondary goal was the provision of medical services.

Personnel

A. Coordinator of Neglected Children's Programs

The position of coordinator was created for the school year of 1969-70 in order to provide for a more coordinated functioning of the Neglected Children's program. Duties of this position included the following:

1. To act as a liaison person between teachers, institutional directors, and central administration;
2. To group, enroll, or dismiss pupils from classes;
3. To develop class schedules;
4. To supervise teachers;
5. To check on supply items;
6. To conduct conferences with the public school teacher of institutional children on specific problems;
7. To give individual help when needed;
8. To provide automobile on field trips;
9. To make recommendations for fall and summer institutional programs;
10. To maintain discipline.

During the two school years this position has been filled, one person has held the job. During the first year, she was a third grade teacher in the Wichita Public Schools. During 1970-71, she was an instructor at Wichita State University.

B. Teachers

Nine classroom teachers were employed for the Neglected Children's program. Instructional activities were for two or six hours per week depending on the subject. All of the teachers were employed by the local school district in regular instructional positions. The teaching duties performed in the Neglected program were, in most cases, similar to the teacher's regular day assignment. All teachers except one remained with the program throughout the year. In mid-November the Crafts teacher resigned from the Neglected Children's program and was replaced shortly thereafter.

Procedures

This report covers the school year of 1970-71 during which time the Neglected Children's program was being conducted in the homes for neglected children. Three local community agencies were involved in the project. Two of the agencies, Wichita Children's Home and Phyllis Wheatley Children's Home, received instructional and tutorial services while the third, Maude Carpenter Children's Home, received medical services, staff training, and cultural enrichment activities.

Teachers provided instruction and tutoring on the following weekly schedule:

Phyllis Wheatly Children's Home

Reading	2 teachers	M W Th	12 hours/week
Math	1 teacher	M T W	6 hours/week
Music	1 teacher	Tu	2 hours/week
Physical Education	1 teacher	Sat.	4 hours/week

Wichita Children's Home

Reading	1 teacher	M W	4 hours/week
Math	1 teacher	M W	4 hours/ week
Music	1 teacher	Th	2 hours/week
Arts & Crafts	1 teacher	Tu	2 hours/week

The general procedure followed by teachers of reading and mathematics was to take children in small groups and go over their day school work in which they were experiencing difficulty. The following report was written by one of the music teachers. It is typical of the procedures used for music at both homes.

"The two hours were divided into four segments. The young girls had class from 6:00-6:30, and the boys from 6:30-7:00. At those times we included songs from school and songs I knew that had games to them. Those children who learned the popular songs were included in the three programs scheduled for the spring. Later in the year, we held classes outdoors and did all the songs they had learned from preschool through fourth grade. We used the Exploring Music series.

"The boys played more music games and did more dramatic acting to songs. We used songs like "Three Pirates", "Yankee Doodle Boy", etc.

"The young seemed to really enjoy the attention and the chances to do "their" favorite songs. Their class size was ideal for letting everyone have a turn at "doing their thing."

"The older students met together but my attendance for older boys was irregular. A few worked and several others preferred to practice the drums, bongos, and guitar in the basement while the rest sang.

"The girls sang songs from any book I brought to class. They were usually very receptive. Their programs included popular songs and one anthem and two spirituals. The older boys also spent February and March practicing those selections so they could be in the program, too.

"All the teenagers seemed to enjoy the time they spent singing.

"From November to January the last half hour was spent listening to popular records or the boys combo or watching dance routines the girls had worked on the previous week.

"The programs the children presented were outstanding. The children's desire to do well and the help of a wonderful volunteer pianist helped tremendously. Mrs. Rumsey, the pianist, sponsored Cynthia Kater for the WSU Hippedrome Talent Contest, and Cynthia won a trophy as well as a chance to study with a professional voice teacher."

Activities conducted at Maude Carpenter were of three types: staff training, cultural enrichment, and emergency medical services.

Budget

For the program year of 1970-71, the total amount expended for Neglected Children's Programs was $15,101. Categories of expenditures were as follows:

Health services	$ 8,822
Cultural enrichment	2,050
Instruction	9,889
Staff training	1,340
Total	$15,101

Based on the Washington approved case load of 88 children for the three homes combined, the average per pupil expenditure amounts to $171.60.

EVALUATION

Three performance objectives were selected for evaluation in this program. These were as follows:

Objective 1: Neglected children residing in the residential institutions will be provided with supplementary, recreational, and tutorial instruction in the areas of reading, mathematics, arts and crafts, and music as shown by the scheduling of classes to be worked out with the institutional directors.

Objective 2: Neglected children who receive tutorial instruction in academic subjects will show improvement as measured by improvement in those areas at the regular day school. The neglected children's day teachers will be contacted periodically for progress reports.

Objective 3: Neglected children who receive instruction in the non-academic subjects will show improvement in those subjects as determined by teacher rating scales.

Participants in the program were all of those children who were resident in one of the three homes for neglected children. Table 06.1 shows an analysis of enrollment by home, by subject, by sex, by race, and by grade.

TABLE 06.1

PARTICIPATION STATISTICS FOR NEGLECTED CHILDREN'S PROGRAMS
1970-71

	SEX		RACE					GRADE														
	M	F	1	2	3	4	5	PS	K	1	2	3	4	5	6	7	8	9	10	11	12	EMH
Phyllis Wheatley																						
Corr. Read.	22	20	14	2	26						2	4	4	6	3	2	4	10	1			
Math	25	22	14	2	31						2	4	4	6	3	2	4	10	2	2		8
Music	18	12	7		23			1		1	2	3		5	1	1	2	8	1			5
P E	30	35	20		45				1	3	5	9	6	9	7	3	3	11	1			7
Wichita Children's																						
Corr. Read.	16	17	31		2					6	5	7	2	3	4	3	1					
Math	16	9	23		2						5	3	4	8	3	2						
Music	41	43	80		4			12	8	4	9	9	8	9	8	7	2	4	1			
Homemaking		10	10													4	2	3	1			
Maude Carpenter																						
Cultural Enrichment	11	12	23								2		2	1			2	9	2	3		2

TABLE 06.3

TEACHER RATINGS OF DEGREE OF IMPROVEMENT OF PUPILS IN SELECTED SUBJECTS

Home	Subject	Degree of Improvement			
		Much	Some	None	NA*
Wichita Children's	Music		51		
Phyllis Wheatley	Music	19	7		4
Phyllis Wheatley	Physical Education**				

*NA - Pupil was enrolled too short a time to evaluate.
** Evaluation form was not returned

Of the 81 children evaluated, all but four were judged to have improved.

The program at Maude Carpenter Children's Home emphasized a different aspect of pupil service. The director chose to provide his staff with training workshops, to provide some field trips for the children, and have an emergency medical fund available for major medical expenses which could not be handled through regular channels.

Staff training consisted of two parts. Three house parents attended a one-day workshop on October 15 at Washburn University in Topeka. Later twelve staff members enrolled for a five-day child care workshop at the University of Texas, Austin, The director was highly pleased with the quality of these two training sessions and changed attitudes which resulted. The general theme of this workshop was "The Realities Of Child Care in the Seventies."

Of direct benefit to the children were three field trips which were taken. Each involved the children and house parents of a single cottage.

Medical services were arranged for two children. One case involved an emergency eye operation for a boy who had been dog bitten. The other case involved ear surgery for a boy with an impaired eardrum. The director noted in the latter case there was a definite positive personality change. This pupil became better adjusted socially and academically.

RECOMMENDATIONS

Based on the findings, it appears that the stated objectives were reasonably well achieved. However, on the basis of experience gained by one of the homes in the area of staff training and the excellent results obtained, the following recommendation is made for the consideration of all homes in the project:

Maximum class enrollments were attained in physical education for Wheatley and music for Wichita Children's Home. Because of pupil turnover, being placed in foster homes, the total number of unduplicated participants is considerably greater than the Washington approved case load for the three homes.

Classroom teachers who instructed pupils in the elementary schools in which neglected pupils attended were contacted for evaluations of these pupils' improvements in the subjects of reading and mathematics. A composite of their evaluations is shown in Table 06.2.

TABLE 06.2

CLASSROOM TEACHER EVALUATION OF IMPROVEMENT OF CHILDREN RESIDING IN NEGLECTED INSTITUTIONAL HOMES

		Number Making Improvement					
		Reading			Mathematics		
Grade	Number of Pupils Enrolled	Much	Some	None	Much	Some	None
First	4	2		2			
Second	10	2	2	2	4	3	
Third	10	2	5	2	1	3	1
Fourth	4	1	1	1	1	1	
Fifth	6		5	1	1	3	
Sixth	3	1	1		2	1	
7th-9th	6	1	1	2		2	
Totals	43	9	15	10	9	13	1

Teachers noted on the evaluation form that many of the pupils were in their classes too short a time to evaluate. Those pupils who were evaluated in Table 06.2 were in attendance long enough to have become more permanent. All pupils but one were judged to have improved in mathematics. About three-fourths of those in reading made improvement.

Rating forms were sent to three teachers of neglected children, two of music and one of physical education. These results are shown in Table 06.3.

06.08

- implement a plan of staff training in those homes not currently engaged in this type of activity in order to supplement the instruction and tutorial activities.

WICHITA PUBLIC SCHOOLS
UNIFIED SCHOOL DISTRICT 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE BUSINESS EDUCATION FOR DELINQUENT CHILDREN PROJECT

1970-1971

Funded by ESEA PL 89-10

Title I

Project #71091

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

June 1971

07.01

BUSINESS EDUCATION-DELINQUENT CHILDREN PROJECT, 1970-71

SUMMARY

Title I funds provided for a business education teacher to be assigned to the two homes for delinquent children. The major purpose of this program was to enable pupils to continue their enrollment in business education courses with a minimum of interruption. A secondary goal was to show improvement in course grades from the pupils' entry to exit at the institution. A total of 89 pupils participated in the courses. Their average length of stay at the delinquent homes was just over 30 days. Where data was available it appeared that pupils did make improvement in the courses. Those who were enrolled in Typing made an average gain of about 17 words per minute in typing speed.

A recommendation was made to continue the program as a service to delinquent pupils with more emphasis on human relations.

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

Children in the city declared to be delinquent are assigned to one of two resident juvenile facilities which are administered by the Juvenile Court. Educational programs operated within the detention facilities are administered by the Department of Special Education of the Wichita Public Schools. Some Title I programs were started during the summer of 1967 for residents of the institutions.

It had been found that many pupils who were transferred from a regular high school to the delinquent institution had to drop courses such as typing, basic business, and bookkeeping and were unable to make up the lost work when they were returned to their regular high school. During the academic year of 1967-68, a business education teacher was provided by Title I funds on a half-time basis for each detention home to help pupils keep up in business education courses already started before being assigned to the detention homes. The program was dropped for the 1968-69 school year for lack of funds but was re-instituted for 1969-70 and 1970-71 when funds became available again.

PROGRAM DESCRIPTION

Scope

Pupils served by this program were those who were adjudged delinquent by the Juvenile Court and subsequently assigned to Friendly Gables, for girls, or Lake Afton, for boys. The main purpose of this part of the Title I program was to provide an opportunity whereby boys and girls assigned to the resident homes could continue enrollment in business education sources.

Personnel

One business teacher was added by the program. He spent Monday, Wednesday, and Friday with the boys at Lake Afton and Tuesday and Thursday with the girls at Friendly Gables. This instructor was skilled in the teaching of business courses. 1970-71 marked his second year in the Title I program. Since the Lake Afton facility is located in the county approximately 28 miles from downtown Wichita, the commuting time and distance may be a consideration factor for some instructor candidates for this job.

Procedure

This report covers the academic year of 1970-71. Small group instruction methods were utilized since the total class enrollment at any one time seldom exceeded six pupils. While pupils were scheduled five days a week for business classes at Lake Afton, the teacher was only there on Monday, Wednesday, and Friday. The pupils proceeded independently on the other two days. A comparable situation existed at Friendly Gables except that the girls did not have the third day of instruction each week.

As soon as the teacher could determine that an incoming pupil had been enrolled in a business course previously, a class schedule was developed to enable the pupil to continue in his business courses. The teacher had access to two calculators; twelve typewriters, six of which were electric; tape recorders and tapes; and accounting workbooks. Equipment was available at both facilities.

Parent involvement in this program is negligible if non existent.

Budget

Title I ESEA funds were made available for this project. All of the expense of the program was encompassed in the teacher's salary and in mileage reimbursements. These amounts were $8317 and $388 respectively. Based on the total number of pupils enrolled in business education courses in the deliquent homes, the per pupil cost of the program was $97.81.

07.04

EVALUATION

The main goal of the project was to provide an opportunity for pupils assigned to the homes for delinquent children to continue in business education courses. A secondary goal was to show improvement in grades and in typing speed.

Participants in the program could be considered a "captive audience" since they were assigned to the homes by the juvenile court. If they had been enrolled in any business course prior to entry into the delinquent homes they were automatically enrolled in the program. Data for the evaluation was collected on the form shown in Appendix 07A.

The average length of enrollment in the courses is shown by grade and by race in Table 07.1 below:

TABLE 07.1

AVERAGE LENGTH OF ENROLLMENTS (SCHOOL DAYS) IN BUSINESS EDUCATION-DELINQUENT COURSES

By Grade	8	9	10	11	12	EMH
Boys	32	31.1	28.9	51		
Girls	38	38.6	30.6	31.8	23.5	22

By Race	Cauc.	Orient.	Negro	Mex. Amer.	Am. Indian	Total
Boys	31.4		33.3	8		31.2
Girls	31.4		38.1			32.5

According to the above table the average length of time a pupil was at the home and in a part of the program was slightly more than 30 days. Girls tended to stay just slightly longer than boys and younger pupils tended toward a slightly longer enrollment. Black pupils tended to stay longer than white pupils.

TABLE 07.2

SUMMARY OF ENROLLMENTS IN BUSINESS EDUCATION-DELINQUENT COURSES
BOYS-LAKE AFTON

Business Course	Enrollment	Grade 8	9	10	11	Race Cauc.	Orient	Negro	Mex. Amer.	Amer. Indian
Typing I	40	2	31	6	1	32		7	1	
Typing II	0									
Business Survey	1		1					1		
Bookkeeping	0									
Business Math	3			3		2		1		
Total	44	2	32	9	1	34		9	1	
Total Unduplicated Number of pupils	38	2	28	7	1	29		8	1	

TABLE 07.3

SUMMARY OF ENROLLMENTS IN BUSINESS EDUCATION-DELINQUENT COURSES
GIRLS-FRIENDLY GABLES

Business Course	Enrollment	Grade						Race				
		8	9	10	11	12	EMH	Cauc.	Orient	Negro	Mex. Amer.	Amer. Indian
Typing I	32	2	16	13			1	27		5		
Typing II	4				3	1		1		3		
Business Survey	15			12	3			12		3		
Bookkeeping	5			4	1			5				
Business Math	1				1			1				
Shorthand	2				2			2				
Other	1					1		1				
Total	60	2	16	29	10	2	1	49		11		
Total Unduplicated Number of pupils	51	2	15	23	8	2	1	42		9		

Tables 07.2 and 07.3 show the relative enrollments in each of the courses by grade and by race. The greater portion of business course enrollments were concentrated in Typing I for both boys and girls. Business Survey was also a popular course for girls.

Since one of the objectives of the program was to provide an opportunity for pupils to continue work in business education courses so they didn't lose credit when they went back to their original school, the dispositions of pupils upon release from the institutional homes was examined. These are tabulated in Table 07.4 following:

TABLE 07.4

DISPOSITION OF PUPILS UPON RELEASE FROM INSTITUTION

Disposition	Lake Afton (Boys)		Friendly Gables (Girls)	
	Number	Percent	Number	Percent
Returned to original school	19	44.2	33	61.1
Summer release (end of school year)	10	23.3	3	5.6
Moved out of state			5	9.3
Boys Industrial School	8	18.6		
Girls Industrial School			3	5.6
Ran Away			3	5.6
Transferred to different school in city	1	2.3	2	3.7
Job Corps			1	1.9
Moved out of city	1	2.3	1	1.9
Released to parents			1	1.9
Hospital	1	2.3		
County jail	1	2.3		
Miscellaneous	1	2.3	1	1.9
Unknown	1	2.3	1	1.9
Total	43	99.9*	54	100.4*

*Does not equal 100 because of rounding.

This shows that about two thirds of the delinquent pupils either returned to their original school or completed the year in the institution. It would appear that the business education program did in fact provide for continuity of instruction.

An attempt was made to determine the amount of improvement pupils made in their business education courses. Numbers of pupils enrolled in Typing I and Business Survey were large enough to get some indication of progress. These data are shown in Tables 07.5 to 07.7. Numbers of pupils enrolled in other courses were too small to make any valid inferences.

TABLE 07.5

DISTRIBUTION OF GRADES IN TYPING I

	Unknown	None	F	D	C	B	A
Boys: (N=40)							
Entry Grade	17	3	13	5	2		
Exit Grade				6	25	8	1
Girls: (N=31)							
Entry Grade	21	4	4	1	1		
Exit Grade				4	17	8	2

TABLE 07.6

IMPROVEMENT IN TYPING SPEED
TYPING I

	Pre Test Mean Words Per Minute	Post Test Mean Words Per Minute	Mean Gain
Boys (N=39)	18.1	36.6	18.5
Girls (N=31)	20.0	36.7	16.7

TABLE 07.7

DISTRIBUTION OF GRADES IN BUSINESS SURVEY

	Grade						
	Unknown	None	F	D	C	B	A
Girls: (N=15)							
Entry Grade	13		2				
Exit Grade				1	8	6	

Examination of Table 07.5 shows that upon entry, a high percentage of pupils were reported with "unknown" grades. This may indicate a lack of communication of information between the sending school and the receiving (delinquent) institution. Individual data sheets, for those pupils who had grades at both entry and exit generally showed one letter grade of improvement.

Using available data for a comparison of entry typing speed and exit typing speed, it was shown in Table 07.6 that there was a gain of about seventeen to eighteen words per minute over the average thirty day period.

Fewer pupils were enrolled in Business Survey, but with nearly all of the entry grades listed as "unknown" (see Table 07.7), no reasonable assumption could be made regarding average pupil progress.

Based upon the above findings the following conclusions were reached:

1. The Business Education-Delinquent program did provide for pupils to continue enrollment in business courses;
2. A lack of communication exists between the sending and the receiving schools;
3. It may be unreasonable to expect gains in academic achievement from pupils who may be emotionally upset over the circumstances which led to their placement in a juvenile detention home and who may not be at the home very long.

RECOMMENDATIONS

While it would be desirable to create an environment which would negate the necessity of juvenile delinquent institutions, such is not likely to happen in the foreseeable future. In the meantime, pupils will continue to inhabit the detention homes and they will continue to have the same needs for as little interruption in course work as possible. The following recommendations are made:

- Continue the program as a service to pupils in detention homes.
- De-emphasis the academic achievement role of the program and focus more on a human relations role.

07-A1

CONFIDENTIAL

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

LAKE AFTON - FRIENDLY GABLES DATA FORM 2 (Rev. 9-70)

1970-71

Name ______________________________ Grade ____________________

Sex: Male Female (underline) Date of entry ____________________

Race: Caucasian Oriental Negro Spanish American American Indian (underline)

Previous school ____

Grade and speed in business course at time of enrollment in institution

Grade	Speed		Grade	Speed
		Typing I		
		Typing II		
	X	Business Survey		X
	X	Bookkeeping		X
	X	Business Math		X

Grade and speed in business course at time of withdrawal or transfer from institution

Date of withdrawal or transfer ________________________________

School transferred to ____

Remarks: (optional)

APPENDIX 07

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
1970-71
ATTENDANCE AND FAMILY SOCIAL SERVICES PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

July, 1971

08.00

ATTENDANCE AND FAMILY SOCIAL SERVICES PROGRAM, 1970-71

SUMMARY

An Attendance and Family Social Services program was conducted during the year of 1970-71 which was the fourth year the program had been in operation. The staff has progressed from a group of eight attendance aides to 15 social workers in the four-year span. A major portion of the worker's time is spent in home calls and direct contacts with the parents or home. This provides a service which other school personnel are unable to give on such an expanded scale. The major function of the program was to provide a supportive service to pupils who experienced school adjustment problems which appeared to be caused by home conditions, impaired family relationships and/or community factors.

The social workers received approximately 2800 pupil referrals during the year. There were an average of 7.7 contacts made per referral. A sampling of attendance records indicates about a 50 percent reduction in absences from pre-referral to post-referral.

The service was recommended for continuation for the 1971-72 school year to help with continued integration efforts.

08.01

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

School absenteeism is often not a simple matter of illness or truancy, but rather a symptom of problems common to many disadvantaged communities. After Title I funds became available, it was felt that workers who were not strongly identified with the public schools would have a good chance of going into the community and establishing communications with the families of children with chronic attendance patterns. For the school year 1967-68 eight attendance aides were selected to work with the most severe attendance problems in the target area elementary (24) schools, junior high (8) schools, and the senior high (6) schools. Based on first year findings, the program was expanded to twelve attendance aides for 1968-69. The progress continued for 1969-70 with twelve workers with an added emphasis on the social service function. The name of the program was changed to "Attendance Aides and Family Social Services." A total of fifteen workers were included for 1970-71.

PROGRAM DESCRIPTION

Scope of the Program

The main goal of the Attendance and Family Social Services program was to provide supportive services for pupils with school adjustment problems which appear to be caused by home conditions, impaired family relationships, and/or community factors.

Personnel

Starting with the 1969-70 year, an added emphasis was placed on the social service aspect of attendance work. Consequently, persons employed in the Attendance and Family Social Services program were given recognition for varying degrees of skills and training. The various classifications, requirements, and number of persons in each classification for 1970-71 are as follows:

Social Service Worker Aide 3 - three persons were qualified in this category. These persons must have been high school graduates or hold a GED certificate, be at least 21 years of age and have the ability to work with people in the community as well as with school personnel and require a minimum amount of supervision.

Social Service Worker Associate 5 - four persons were qualified in this category. In addition to the requirements of the Aide 3 they must have completed at least 60 semester hours of college level training.

Social Worker I - six persons qualified for this category. In addition to the above requirements, they must have earned a BA or BS degree in the field of education, social sciences, or related fields.

Social Worker II - two persons qualified for this category. In addition to the above requirements, 20 semester hours of teacher training, and 15 semester hours of sociology, social work, or related subjects is required.

Social Worker III - no person was qualified in this category for 1970-71. In addition to the above, a MS or MA degree in education, social work, or related fields plus at least two years of successful teaching experience and supervisory ability is required.

No particular problems have been encountered in recruiting or maintaining the staff. Of the original eight persons who started at the beginning of the program four years ago, five are still with the project. Five workers have been in the project two years while the remaining five workers have one year of experience.

Procedures

The Attendance and Family Social Services program is a continuous project, spanning the summer months as well as the regular school year. Data reported in this report are for the period of August, 1970 through April, 1971. Each social worker was assigned to a school or cluster of schools all of which contained pupils residing in the target area. In many schools the pupils were transported in from low income areas. Based on past records, assignments were made in schools of the greatest anticipated need. All six senior high schools, 16 junior high schools, and 15 elementary schools received attendance aide services. Monthly inservice training meetings were conducted by the Coordinator of Pupil Adjustment.

Social workers received referrals from school personnel, usually the principal or assistant principal who handles attendance matters. Referrals were not made until it became evident that the usual school channels for handling attendance problems would not be satisfactory.

The duties of the aides included establishing contact with parents whom the school was unable to contact otherwise, reporting information regarding individual cases of truancy, reopening or opening lines of communication and developing better relations between parents or pupils and the school, obtaining information about pupils with attendance problems, and obtaining additional information about pupils listed as withdrawn for nonattendance.

The handling of a typical attendance case follows a step-by-step sequence as follows:

1. After school personnel have exhausted all means of determining the cause of or correcting a case of irregular attendance, the pupil is referred to the attendance aide.
2. Upon receiving the referral the attendance aide checks the information such as address, date of birth, and compares name of the pupil with that of the parent (in case of stepparent, remarriage, or guardian with different last name). This information can be checked with the pupil information card which is on file at the school.
3. The aide then fills out the pertinent parts of the Home Contact Report and Chronological Record.
4. Home contact is made and the appropriate person is interviewed (parent, grandparent, guardian, sibling, or pupil in question).
5. The aide completes Home Contact Report and records visit on the Chronological Record.
6. The aide contacts other community agencies if necessary and records findings.
7. When all material has been accumulated that is felt necessary, the aide records planned or suggested solution to the problem as well as stating in specific terms the scope and dimension of the problem.
8. Findings are submitted to the building administrator who decides on the best course of action to rectify the attendance problem.
9. If the aide is relieved of further responsibility, the case is closed. If the case is to be kept open, a record of all contacts is made on the Chronological Record. Additional reports to the building administrator are made on the follow-up report.
10. Pupils who do not respond to the efforts of the attendance aide or school personnel are referred to the Pupil Adjustment Office in the central administrative offices.

For accounting purposes an attendance referral which was worked and closed out is considered a new case if the same pupil is referred again after a 30 day period. However, any further recording of information is made on the original case records rather than starting new records. This procedure avoids developing two or more case files on an individual pupil.

Approximately one-third of the social workers' time was spent working directly with parents either in the home or by telephone.

Budget

ESEA Title I funds were used to pay the costs of this service activity. Social work personnel are on a 12-month contract and receive mileage reimbursement for the use of their automobiles. The cost of the program for 1970-71 was $91,656 for salaries and $7300 for mileage reimbursement or a total of $98,956. Thus, based on the number of pupils referred to the social work personnel, the per pupil cost was $35.34.

08.04

EVALUATION

The main goal of the Attendance and Family Social Services program was to provide supportive services for pupils with school adjustment problems which appeared to be caused by home conditions, impaired family relationships, and/or community factors.

Stated behavioral objectives at the beginning of the year were:

Objective 1: An attendance aide service will be provided for target area pupils living in Unified School District 259 as shown by the designation of financial resources for the program and by assignment of staff to implement the program at a level at least equal to the 1969-70 effort.

Objective 2: A significant number (ten percent) of the identified out-of-school youth over age 16 and eligible for high school enrollment will be influenced by the attendance workers to reenter school as shown by school records.

Objective 3: Pupils with attendance problems who are referred to the attendance workers will show an improved ADA-ADM ratio as measured by the pupils' attendance rate before referral and after referral. The major emphasis of this objective will be directed toward elementary age pupils.

Objective 4: Attendance workers will establish an effective working relationship with juvenile court authorities, law enforcement agencies, family casework and mental health service agencies, and parents as shown by activity logs maintained by the attendance workers and by a randomly selected group of case study reports.

Objectives 3 and 4 were chosen for evaluation in this report. Objective 1 was considered to have been met. Objective 2 was the subject of much of the social workers' attention during the summer, 1971, and hence results of that effort will not be known until during the fall of 1971.

Most pupils with whom the social workers make contact are those who have been referred to them by school personnel such as principal, assistant principal, counselor, or teacher. These pupils are the ones who have not responded to the usual methods or lines of communication used to effect improved school attendance.

Table 08.1 shows the grade, sex, and racial composition of the pupils referred to the social service workers. Not included in this table are the data for the Social Service program at Horace Mann Junior High School which had an altogether different thrust and emphasis (see Appendix 08).

Slightly more boys than girls were referred. Racial composition of the referrals was almost evenly split between white and non-white pupils while black pupils constituted the major portion of the minority groups. More than 2000 pupils were referred to the social service workers during the year until April 30. It may be assumed that another 250 pupils were referred during May, 1971. Such an assumption would be consistent with the average monthly caseload. It may also be assumed that 500 pupils were contacted during the summer period. Thus, a total of 2800 pupils would have received social work services for the year.

TABLE 08.1

GRADE, SEX, AND RACE OF PUPILS REFERRED TO SOCIAL SERVICE WORKERS AUGUST 31, 1970 TO APRIL 30, 1971

	Sex			Race				
Grade	M	F	Total	Cauc.	Orient.	Negro	Sp. Mex.	Am. Ind.
K	26	55	81	10	1	65	5	1
1	52	30	82	17	4	56	4	1
2	65	37	102	9	3	86	4	
3	48	36	84	9	4	69	1	1
4	50	35	85	15	4	65	1	
5	45	34	79	14	2	57	6	
6	39	25	64	16	4	43	1	
7	108	111	219	130	1	82	5	1
8	116	125	241	145	1	84	8	3
9	112	115	227	140		81	6	
10	189	168	357	247		87	22	1
11	149	105	254	168		67	15	4
12	83	76	159	110	1	41	6	1
EMH	13	2	15	1		14		
Totals	1095	954	2049	1031	25	897	84	12
Percents	53.4	46.6	100.0	50.3	1.2	43.8	4.1	0.6

A further analysis of school social worker contacts is shown in Table 08.2. Shown by grade level are home calls, phone calls, pupil contacts, school contacts, and community agency contacts. Approximately one-third of the workers' contacts were in the form of home calls. Another third was devoted to contacts with school personnel. The next largest category was contacts with pupils. There were an average of 7.7 contacts made for each pupil referred.

TABLE 08.2

ANALYSIS OF SCHOOL SOCIAL WORKER CONTACTS MADE BY FOURTEEN WORKERS

Grade	Number of Pupils Referred	Home Calls	Phone Calls	Pupil Contacts	School Personnel Contacts	Community Agency Contacts	Total Contacts	Mean Number of Contacts Per Pupil
K	81	232	15	72	123	25	467	5.8
1	82	252	13	147	114	34	560	6.8
2	102	237	20	74	88	34	453	4.4
3	84	254	14	102	130	24	524	6.2
4	85	269	27	146	118	27	587	6.9
5	79	282	19	187	121	63	672	8.5
6	64	202	19	87	122	34	464	7.3
7	219	793	141	475	869	112	2390	10.9
8	241	858	203	567	968	142	2738	11.4
9	227	709	220	485	887	119	2420	10.7
10	357	651	186	533	702	107	2179	6.1
11	254	350	121	350	481	60	1362	5.4
12	159	232	81	306	309	27	955	6.0
EMH	15	50	9	27	12	3	101	6.7
Totals	2049	5371	1088	3558	5044	811	15872	7.7
Percents		33.8	6.9	22.4	31.8	5.1	100.0	

Note: Percents may not add to 100 because of rounding.

While attendance, per se, is not the main function of the Family Social Services program some indication of the program's impact may be gathered from attendance records. From the referrals at the elementary school level, a representative group was selected for examination. In a sample of 63 records it was found that the average number of absences per referral during the time before the pupil was referred and while the case was open was 11.7 days whereas the average number of days absent after the case was closed was 6.3, nearly a 50 percent reduction.

Each Social Worker was asked to submit a representative case report on one referral. Fourteen reports were submitted. Social workers reported working with the following community agencies:

Juvenile Court	8
Sedgwick County Welfare	6
Police Department	3
Mental Health Clinic	2
Needlework Guild	2
Phyllis Wheatley Children's Home	2
Catholic Social Service	1
Lutheran Social Service	1
Model Cities	1
Neighborhood Youth Corps	1
Salvation Army	1

The following case report is quoted as an example of some of the work done with community agencies and the degree of success attained:

"Casework Report: Mary*

Re: Excessive Absences

"It was brought out through several visitations that Mary had eipleptic seizures often just before coming to school. Mary's inadequate clothing to wear to school resulted into her being ashamed to attend school not only because of her physical appearance due to her health, but due to her inadequate clothing as well, and Mary often attended school without lunch money, thus, having no lunch for the day.

"The lunch problem was early resolved upon making my principal aware of Mary's situation, hence, free lunchs were provided for her.

"My continued advice to Mrs. Smith* after having consulted the school nurse, to have Mary to consult a doctor to give her medication, hence, preventing or controlling epileptic seizures; consequently, medication aided greatly to resolve this part of her excessive absence problem.

"After having talked and worked cooperatively with Mrs. Karen Boaz, Social Worker, Sedgwick County Welfare Office, I was instrumental in assisting Mrs. Smith in getting an additional raise, or clothing allotment in addition to her regular welfare (A.D.C.) check for her more than seven children.

"My visit with Mrs. Stewart, Social Worker, Catholic Social Service, Inc. in Mrs. Smith's regard won her additional clothing and food for Mary and her brothers and sisters. This agency is continuing to help, guide and counsel Mrs. Smith and family.

"The Allison Jr. High P.T.A. Thanksgiving Turkey went to the Smith family upon my recommendation. It was my privilege to have been selected as the one to deliver the twenty pound bird to Mrs. Smith and family.

---

*Fictitious names

"My contact with the school counselor in the Smith's regard, and the counselor's contact with Needle Work Guild Association brought to Mary additional shoes and clothing.

"My assistance in this case resolved many of Mary's, as well as her family's problems; consequently, aiding Mary to be better equipped for learning, and resulting into a happier and less emotional child as she attended school more regularly until the family recently moved from the Allison School area."

RECOMMENDATIONS

Social Service Workers spend much of their time in direct contact with parents. This constitutes a direct link between the school and parents and between the parents and community agencies. This is a service which cannot be performed adequately by other school personnel since they do not have the time to spend with parents. Results may be inferred from the casework reports. It must be remembered that only the most difficult and hence the hardest cases to work with are referred to the Social Service Workers.

Based upon the findings reported it is concluded that the efforts of the Social Workers contributed to improved attendance of pupils and toward a better utilization of community resources. With plans to further integrate the school population through bussing, the recommendation is made to continue the Family Social Services program as an integral part of the total integration effort.

APPENDIX 08

08-B1

HORACE MANN SOCIAL SERVICE REPORT, 1970-71

Total Referrals for 35 Horace Mann /X/ Park / / Irving / /

Total Personal Contacts with Students /1010/

Total Personal Contacts with Parents / 360/

Total Personal Contacts with Counselors / 270/

Total Personal Contacts with Nurse / 180/

Total Personal Contacts with Principal / 270/

Total Personal Contacts with Asst. Principal / 270/

Total Personal Contacts with Teachers / 630/

Probation Officers and Social Workers

Phone Calls / 279/

TOTAL CONTACTS / 3268/

Student Personal Problems /253/ Home /210/ School / 80/ Peer Group / 75/

Teacher-Pupil Conflict / 50/

Racial Problems / 30/

Parental Problems /150/ Father / 30/ Mother / 50/ Both / 25/ Other / 57/

TOTAL TEACHER CONTACTS:

Pupil Information / /

Teacher-Pupil Relationship / /

Social Service Information / /

Planning Sessions / /

TOTAL COMMUNITY-SCHOOL CONTACTS: / /

08-A1

June, 1971

TO: Department of Research and Evaluation Services

FROM: ____________________, Social Worker
Horace Mann Junior High School

RE: Social Service Report 1970-71

The Social Worker at Horace Mann works in conjunction with the faculty in a "Total Involvement" program designed to improve home-school, teacher-pupil relationships. The teachers as well as the Social Worker make home contacts and work on problems of attendance and discipline. The Social Worker does all follow-up work in areas of referral to social agencies and on-going case work with problem families, that may be discovered by teacher, or reported by parents or other service workers.

This year a concentrated effort has been made to alert the total Horace Mann community of the school's resources, so there has been an increased response from the out-of-school youth seeking help in the area of drug problems, jobs, and school related programs. The Social Worker has spent considerable time helping these former students make contact with the appropriate people and agencies, but community resources are extremely limited for this age group and as they often have personal adjustment problems as well, success in helping them resolve their particular problem is also limited. These students usually alienate society by their manner and appearance so they even have trouble returning to school successfully.

The Social Worker becomes involved with attendance problems only as a last resort, after the administration has exhausted all avenues of contact with student and home. Most cases are improved in this manner because the teacher also makes contact in these cases. If the problem does not improve the Social Worker referral is made and she in turn may refer the case to the Probation Officer or Welfare worker. Working as a team often results in a solution of the problem.

The Social Worker also teaches an in-school suspension class. Students whose attendance in a particular class is poor are often suspended and required to attend this class where they pursue the subject for credit and also take part in group discussion and other behavior modification exercises. The suspension class is also used by students with discipline problems or who are working below grade level. The increased attention and academic help on a one-to-one basis often enables these students to return to the regular classroom and achieve satisfactorily.

The Social Worker has conferences with teachers also. Sometimes the problem is personal and sometimes the teacher is seeking help in dealing with a particular student. This service is in addition to the regular counseling division but Social Workers and counselors work closely together on most school related problems. The Social Worker also consults with the nurse and assists in the health room when the nurse is absent.

The Social Worker maintains a clothing room of new and used clothing and shoes, is responsible for the mending kit and the lost and found. Some of these activities are not exactly in the area of social service; but providing this type of service can often enable a student to remain in school instead of having to go home to change clothes. The aforementioned activities comprise the bulk of the Social Worker's duties at Horace Mann.

WICHITA PUBLIC SCHOOLS
Unified District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE 1970-71 INSTRUCTIONAL AIDE AND AIDE TRAINING PROGRAM

Funded by ESEA PL 89-10
Title I

Project #71091

Prepared by
W. E. Turner, Research Specialist
Title I

RESEARCH AND EVALUATION SERVICES DIVISION
Dr. Ralph E. Walker, Director

April 1971

09.01

INSTRUCTIONAL AIDES AND AIDE TRAINING PROGRAM, 1970-71

SUMMARY

A total of twenty-six instructional aides were assigned for the school year 1970-71 in nine of the Title I target area schools. Each of these schools had the service of from one to five aides each with three being the most common number.

The main objective of the program was to provide teachers with relief from routine type tasks so they could devote more time to the direct instructional process. Data collected seem to bear out that the objective was satisfactorily met.

The apparent success of the program led to the recommendation for continuation and expansion if possible.

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

After Title I funds became available, principals and teachers of elementary schools in the economically deprived area of the community requested a type of service that would free the classroom teacher from many of the routine clerical tasks of the classroom and thus allow more time to be spent in the instructional process.

In 1967-68 a program was instituted to provide Title I classroom teachers with relief from some of the non-instructional tasks. This first effort was called the Teacher Assistants Program and began with sixteen full time sub-professionals assigned in four schools. The same program was continued through 1968-69. For 1969-70 the name was changed to "Instructional Aides and Aide Training Program." While the name and purpose of the program remained unchanged for 1970-71 the number of persons employed was greatly increased.

PROGRAM DESCRIPTION

Scope

The main goal of this program was to relieve the classroom teacher of non-instructional tasks so that she could devote more time to the instructional process. A secondary goal was to provide some inservice training for the aides.

Personnel

Twenty-six classroom aides were assigned to the program. Another 26 aides were assigned to the Follow Through project; however, their activities are reported in the Follow Through evaluation report.

Procedures

This report covers the 1970-71 school year. Instructional aides are employed in nine Title I target schools and four Follow Through schools. The number of aides assigned in each of the Title I schools is as follows:

School	Number of Aides
Brookside	1
Dunbar	3
Fairmount	3
Ingalls	3
Isely	3
Little	3
L'Ouverture	2
MacArthur	5
Mueller	3

Assignment of the aides varied from school to school according to the priorities established by the principal. In some schools, aides were assigned to a specific grade level. In other schools, the assignment might be to a group of teachers. It becomes obvious that the priorities are different when a school has only one aide as contrasted to five.

To obtain a cross-section of aide activities a log sheet was distributed. Aides were asked to keep a record of their duties during a ten day period. A copy of the log sheet is included in Appendix 09-A.

A compilation of aide activities reported into eleven general categories yields the following list of general duties:

1. AUDIOVISUAL--aides checked in films; checked out films; called Audio Center when films were lost or needed; set-up film projector, filmstrip machines, tape recorder, phonograph players, opaque projectors, etc.; tagged equipment sent in for repairs; made transparencies, taped stories, made cassettes.

2. PUPIL SUPERVISION--aides were assigned for hall supervision, lunchroom and playground duty at noon, classroom when teacher was out for conference or break, playground to assist at recess, accompanied groups to restroom, helped unload handicapped children when busses arrived in morning, supervised children doing make-up work or taking make-up tests, assisted during classroom parties, special projects, assisted when photographer or dentist was in the building, listened to group reading, math drills, flash cards, etc.

3. HOUSEKEEPING--aides shelved rental books; cleaned store rooms for supplies and art materials; set-up room in mornings, rearranged and closed rooms in evening; cleaned teachers' lounge; cleaned duplicators and typewriters; and assisted in general housekeeping tasks.

4. DUPLICATION AND TYPING--aides made masters for the mimeograph and the duplicating machine, also ran the materials for seatwork, booklets, language materials, art patterns, letters home, review and testing; typed

inventories of books and supplies, charts, schedules, activity log, name tags for exchange day at school, absent and other office forms, and record cards.

5. HEALTH SERVICES--aides assisted when the dentist visited the school for dental examinations. Prepared dental slips for the examination and mimeographed schedules and information for nurse. Aides cleaned and bandaged cuts and bruises when the nurse is not in the building; take temperatures, call parents, sit with sick or hurt children until parent arrives; prepare food when children come to school without breakfast; and repair ripped clothing, sew on buttons, or find clean clothing in case of "accident."

A quote--"I mended a girl's coat just after 2:40 and sewed the pockets back on and sewed up the sleeve at the armhole. I found out later she has no mother, how glad I am I took the time to do this for her."

6. ASSISTING PUPILS IN INDIVIDUAL WORK--aides assisted on a one-to-one basis with alphabet learning, math, reading, and science. Also assisted at subject centers with equipment. In the Special Education classes they prepared subject material such as laundry of clothing for ironing classes, fixed yarn for knitting, and then assisted the individual child to accomplish project.

7. GRADING PUPILS' PAPERS--aides graded such papers as English, math, workbooks, weekly reader tests, other tests, and such work as teachers requested.

8. GATHERING AND PREPARING TEACHING AIDS--aides did research work on projects in library; prepared maps for class use, made flashcards; set-up science experiment materials; prepared materials for use in Special Education classes; shelved materials; made patterns; organized art materials, mixed tempera paints, cut construction papers, tissue paper, yarn, burlap, etc. for art; constructed weather chart using construction paper on styrofoam; made alphabet and cursive letters; fill out absent slips and other forms to be sent to office (lunchroom, etc.); made charts for recording; laminated instructional materials.

9. BULLETIN BOARDS--preparing and planning bulletin boards, framing students' work, putting up and taking down materials, and other such work to keep bulletin boards both in halls and classrooms.

10. MEETINGS AND EVALUATION--aides attended staff meetings; met with teachers for assignment or explanation of work to be done; conferred with counselors and principals; and met with teachers for evaluation.

11. MISCELLANEOUS--each aide receives a morning and an afternoon 20 minute break period. Aides assisted with classroom parties; attended special assemblies; telephoned to make appointments with parents; assisted in office in filing of student scores; cleaned duplicator, stocked paper, and operated kiln; assisted with marking new materials, taking lunch money, redecorating lunchroom; distribute milk to Kindergarten rooms; help at time of exchange students from other schools, take visitors on tour or to keep appointments; and such other duties as assigned by principal.

Aide training was a secondary component of the program. Two half-day training sessions were conducted specifically for the aides. One session was devoted to the preparation and use of audiovisual materials. The other half-day session concerned personal development and human relations. In addition, the aides also participated in workshops and inservice training primarily oriented toward the classroom teacher. These included a five day workshop just prior to the opening of school in August, and one day session with James Jackson, "Self Concept" and Dr. Mary Christian, "Making Learning Relevant." Stipends were received for participation in the training.

Budget

Salary for aides for 1970-71 ranged from $1.67 to $2.10 per hour for a seven hour day. Approximately $67,000 were expended for the instructional aide program. Based on the kindergarten through third grade pupil population of the nine Title I schools served the per pupil expenditure amounts to about $28.77.

Evaluation

The main objective of the Instructional Aide Program was to provide classroom aide services in order to relieve the classroom teachers of routine tasks which reduced the amount of time the teacher had available for class instruction.

From the analysis of the activity logs maintained by the aides for a sample two week or ten day period the information presented in Table 09.1 was obtained.

Table 09.1

AMOUNT AND PERCENT OF INSTRUCTIONAL AIDE TIME SPENT ON VARIOUS ACTIVITIES

N = 22

Category of Activity	Cumulative Time Spent In 10 Day Period (hours)	Percent of Time
Gathering and Preparing Teaching Aids	279 1/4	18.1
Pupil Supervision	269	17.5
Grading Papers	256	16.6
Duplication and Typing	115	7.5
Housekeeping	89	5.8
Assisting Pupils in Individual Work	87 1/4	5.7
Miscellaneous	86 1/2	5.6
Bulletin Boards	81 3/4	5.3
Audiovisual	77	5.0
Meetings and Evaluation	54 1/2	3.5
Health Services	42 3/4	2.8
Total hours reported	1438	93.4
Total possible hours @7hr/day/aide x 10	1540	100.0
Total hours unreported	102	6.6

Information in the above table shows that 93.4% of the aides activity time was accounted for during the ten days of reporting. This is considered to give an adequate, representative cross section of aide activities. Listed in descending order by the percent of time are the major groups of aide duties. A major portion of the aides time is devoted to three groups of activities; gathering and preparing teaching aids, pupil supervision, and paper grading.

It is reasonable to assume on the basis of the above data that the utilization of classroom aides does permit classroom teachers to spend more time with pupils or in the direct educational process.

Because some of the things aides do would not be done if the aides were not employed, one cannot assume that 1034 hours, for example, spent by aides, will permit classroom teachers to spend a like time in pupil instruction. The ratio is not direct. It is economically more feasible to utilize aides for routine clerical tasks than to expect professionally certified teachers to work such activities into their schedules.

Recommendations

Data collected show that the Classroom Aide Program accomplished the main objective of permitting the classroom teacher to have more time for instruction. Based on the findings, it is recommended:

- That the program be continued.
- That the program be expanded to all Title I schools if economically possible.

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION
January 18, 1971

To: Classroom Instructional Aides and Library Aides

From: W. E. Turner, Research Specialist, Title I Federal Programs

Subject: 1970-71 Evaluation of Instructional and Library Aide Program

The Instructional and Library Aide program as a part of the federally funded Title I project for 1970-71 will be evaluated and reported as required by federal guidelines.

As a part of the evaluation procedure, would you please keep a log of your activities during a sample two-week period which falls some time within the period of time between February 1 and March 12, 1971. Each aide will select his own two-week period to report. If after a period has been selected, something happens which alters normal routine, such as flu epidemic, bad weather, or personal illness, select another period to make a total of ten days of logging.

We have included forms on which to log your activities. Please return the completed forms to the Research and Evaluation Services Division, 428 S. Broadway by truck mail as soon as you have made your ten day recording. If there are questions, call 268-7883.

Appendix 09

09-A2

PROJECT SPEEDY (TITLE I)
1970-71 AIDE ACTIVITY LOG

School ____________________ **Aide's Name** ____________________________

Date ____________________

Classroom Aide ______ Library Aide ______ (Check one)

Activity	Time Spent	Research Office Use
Example: shelved books graded workbooks	8:45 to 9:30 1:15 to 2:00	

WICHITA PUBLIC SCHOOLS
UNIFIED SCHOOL DISTRICT 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF
THE 1970-71 LIBRARY
ENRICHMENT SERVICE PROGRAM

Funded by ESEA PL 89-10

Title I

Project #71091

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

June 1971

LIBRARY ENRICHMENT SERVICE
PROGRAM, 1970-71

SUMMARY

The 1970-71 Title I Library Enrichment Services program was designed to provide extra library enrichment services to pupils of grades kindergarten through third grade in the target area schools. The extra service was achieved by the addition of 5.6 professional library positions to the total staff with a realignment of library personnel so that the 28 days per week of extra library service was proportionally distributed among the seventeen Title I target schools. Six full-time library aides assisted the librarians in six selected target schools.

Librarians gave instruction to small groups mostly in the library. Sessions usually lasted from thirty to forty-five minutes depending upon the maturity level of the class. This kind of instruction was designed to follow up on interest items which had been introduced in the classrooms. Pupils were guided in the skills of listening and viewing.

Some modification of the program was recommended.

10.02

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,000 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

In the beginning of the Title I planning for Wichita, it was felt that educationally deprived pupils could profit from a strengthened library program. More narrowly defined, pupils who were identified as being in need of experiences which would enrich areas of language development.

Since 1966 the Library Enrichment service has consisted mainly of the supplying of extra elementary school librarians and the addition of library aides for the Title I schools. During the past two years, the program has been limited in scope in order to concentrate the service on kindergarten through third grade pupils.

PROGRAM DESCRIPTION

Scope

Major recipients of the benefits of this program were the kindergarten through third grade pupils in 17 Title I target schools. As in prior years the main objective was to provide extra personnel on the library staff which in turn allowed more library service to be provided for the target population.

Personnel

A. Professional Librarians

There were a total of twenty-four elementary librarians assigned to the seventeen Title I target area schools. Some librarians were assigned to as many as three schools each. The salaries of 5.6 of these positions were funded by Title I.

B. Library Aides

Six library aides were provided by Title I. Each aide was placed on a seven hour per day work schedule. Two of the aides have worked in the project from its first beginning in 1966. Aides must meet the qualifications of clerk-typist which include a high school diploma, typing at 45 words per minute, and passing an aptitude test. Each of the aides has been included in inservice training workshops for library personnel.

Procedures

This report is for the school year of 1970-71 and covers the entire Title I Library Enrichment and Supportive Services program. Each of the elementary schools has a library and the service of a librarian for a portion of the week. With the addition of Title I funds to the library program, 5.6 additional library positions were made possible. By reallocation of assigned times in the Title I schools, the 5.6 positions were spread over the seventeen schools in addition to the librarian time provided by local funds. Allocations were based on pupil enrollment thus providing for an equitable distribution of librarian and aide service among the schools.

That portion of the librarians' week which was devoted to Title I activities was spent mainly with pupils of kindergarten through third grade. Instruction was provided in the library to small groups to aid in strengthening their listening and viewing experiences. Sessions ranged from thirty to forty-five minutes. Special attention was given to children identified as being immature or emotionally unstable. Suggestions were made to parents about how to help pupils succeed and to build a background of sensory experiences. Duties of the aides are summed up in the following sketch of aide activities which was compiled from aide activity log sheets.

Categories of aide activities:

Audio visual--Aides assist in the listening and viewing area in the Library; take inventories both in classroom and library of all audio visual equipment; use opaque projector; tape cassettes, draw original ideas and make and color transparencies to be used teaching care of books and Dewey Decimal System; make transparencies; and assist teachers with filmstrips, films, cassettes, and other materials for use in classroom.

Assist classrooms--Aides help check in books, help students select books, and check out books when classes come to Library; do research for projects and subjects; make a chart or classroom display to be used as a classroom library or reading center; pull materials for instructors; assist pupils in reading and read aloud books or stories to the primary grades; and assist students during "flexible period.

Book carding and shelving--Books are carded and shelved after each class, when they are returned from technical procedures, new cards are made when they are needed, and other such duties as may be required.

Book and magazine repair--Books and magazines receive minor repairs in the library when possible.

Books and magazines processing new arrivals--Books and magazines are put on the shelves after receiving them from technical procedures.

Bulletin boards--Bulletin boards and displays are used in library and also prepared for bulletin boards in the hallways.

Filing--Aides assist in keeping up the vertical files, card files, etc.

Housekeeping--Dusting, rearranging shelves, organizing audio visual cabinets, cleaning marks from file cabinet cards, transferring books from old shelving to new shelving and distributing other materials on old shelving, helping keep teachers' lounge clean, assisting with faculty luncheon, etc.

Typing and duplicating--Aides typed library materials such as lists, bibliography of Human Relations books including summary; compiled a list of non-book materials "Authors" and materials for Negro History Week.

Miscellaneous--Supply art cabinet; search for lost books, aided 6th graders with play to be given in Library, and attend faculty meetings.

Library aides were assigned full time to the following Title I schools: Dunbar, Ingalls, Isely, Little, MacArthur, and Mueller.

Budget

ESEA, Title I funds provided for the salaries of the 5.6 library position and six library aide positions. Included also were the concomitant expenses incurred through OASI. A total of $64,896 were expended thus making a per pupil cost of $18.20 based upon the 3,565 pupils of kindergarten through third grade who were considered recipients of the library service.

EVALUATION

The main objective of this program was to provide a library enrichment service to early elementary pupils in the target area through the assignment of additional librarians and library aides. Secondary aims were directed toward the provision of supplemental group instruction by the librarian and upon parental involvement in suggested activities.

As stated earlier, a total of 5.6 library positions and six library aide positions were made available because of Title I funds. Most principals interviewed about the Library Enrichment program felt that the extra service provided was a worthy addition to the total Title I thrust. One principal questioned the assignment of three librarians in one building which tended to make continuity in the program difficult to maintain.

Librarians were of the opinion that children had improved and profited from the small group instruction sessions conducted in the libraries.

Those schools which enjoyed the assistance of a library aide were pleased with their work. Table 10.1 shows the time distribution of aide activities reported over a randomly selected two week period of time.

10.05

TABLE 10.1

DISTRIBUTION OF TIME SPENT BY
LIBRARY AIDES
N=6

Type of Duty	Percentage of Time
Book Carding and Shelving	24
Typing and Duplication	20
Assist Classrooms	12
Arrange Bulletin Boards	11
Audio Visual	7
Housekeeping	7
Book and Magazine Repair	6
Filing	6
Book and Magazine Processing	3
Miscellaneous	3
Total	99*

*Does not equal 100 because of rounding.

For this group, the average aide spent nearly one half of her time on two categories of activities: book carding and shelving; and typing and duplication. All of these activities must be accomplished by the librarian in those schools which do not have an aide. It follows then that the aide frees the librarian from many routine tasks that allow her to pursue more professional activities.

It was found that the parent participation component of the project was not generally effective. The reason for this was thought to be the high incidence of working mothers and other children at home which greatly reduced the possible number of participants.

RECOMMENDATIONS

It has been demonstrated that this program has provided extra enrichment services for early elementary pupils through additional librarians and library aides. Small group instruction was carried on and was regarded as effective.

Based on the findings the following recommendations are made:

- That the program concentrates specifically on those pupils who have been identified as having reading disabilities.
- That no school should be assigned more than two different librarians.
- That Title I designated schools be designated as base schools for the librarians if possible.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

SPECIALIZED COUNSELING SERVICES

1970-71

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

May, 1971

11.00

SPECIALIZED COUNSELING SERVICES, 1970-71

SUMMARY

Counseling was one of the service components of the 1970-71 Title I project. Sufficient funds were provided to employ six additional counselors over the regular locally funded counseling staff. Two of the extra counselors were assigned to specialized programs, Follow Through and Delinquent Institutions. Their activities are not included in this report. The remaining four positions provided for proportionate amounts of extra counseling service in each of the 17 Title I target-area schools.

Counselors devoted a portion of their week just to the project area children. The main objectives were to provide extra counseling services to children and to show improvement among those included in the project. Two randomly selected case studies give examples of procedures used and progress made.

Evidence that the program is generally successful leads to the recommendation for its continuance.

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

Children residing in economically deprived areas often exhibit a low level of achievement accompanied by frustration, negative attitudes, and behavioral problems. Very early in the history of Wichita's Title I efforts, a counseling supplement was included to help alleviate the problems mentioned above. During the years of 1966-67 and 1967-68, five additional counselors were assigned to the staff. The 150 hours of extra counseling service was then apportioned to the 24 Title I target schools. For the following year another counselor was added while the number of designated schools was reduced to 22. In 1969-70, there were four counselors making a total of 120 hours of extra time for the Title I schools. For 1970-71 there were six counselors for Title I but one was assigned in Follow Through schools while another was assigned to the delinquent institutional programs, thus the extra time for target schools remained the same as for 1969-70.

PROGRAM DESCRIPTION

Scope

All pupils in grades kindergarten through third grade in the seventeen Title I target area schools were eligible for the supplementary counseling service. In addition the children in the four Follow Through project schools were served by one counselor. Pupils assigned to the residential homes for delinquent children were also allocated a counselor. Thus a total of approximately 4,000 pupils were eligible to receive supplemental counseling.

Two main objectives were included in the supplementary counseling program:

Objective 1: Counselors assigned to the target area schools will observe and identify problems and learning disabilities of target pupils through the use of the following techniques:

a. classroom observation;
b. individual pupil testing;
c. pupil interviews;
d. conferences with classroom teachers;
e. conferences with parents;
f. group counseling sessions.

Counselors will maintain a record of their counseling contacts and activities.

Objective 2: Solutions to problems and learning disabilities identified in Objective 1 above will be effected by the counselors as shown by an examination of a randomly selected group of case study reports prepared by the counselors.

Personnel

A total of six counseling positions were funded by Title I and added to the counseling staff. However, by reapportionment of assigned time in the project schools, seventeen different counselors spent a part of their schedule in the Title I project.

Procedures

This report covers the school year of 1970-71. As indicated above, a portion of the counselor's time in each Title I school was set aside and designated as Title I Project time. During that portion of the week, counselors worked exclusively with pupils of grades kindergarten through third. The Follow Through and Delinquent program counselors were assigned full time in their programs. Counselors carried on the usual counseling functions of group or individual counseling sessions, classroom observation, holding conferences with parents, teaching staff and support personnel, conferring with community referral agencies and with special school agencies, and administering group or individual intelligence tests.

Budget

The total cost for this program of $61,421 was expended in salaries of the additional counselors provided. Based on the total number of possible recipients the per pupil cost for 1970-71 was $17.26 per pupil.

11.03

EVALUATION

Recipients of Title I Counseling services receive the service in the same manner as non-Title I pupils with the exceptions of certain membership stipulations for the Title I group. As previously stated, only pupils who were in grades kindergarten through third were eligible in the Title I target schools. Pupils in the Follow Through program and the delinquent institutions were provided with Title I counseling service.

To aid in the evaluation of the first objective the counselors kept record logs of their counseling activities. Data from the Follow Through schools and the delinquent residential homes are not included in the remainder of this section. Logs were received from each of the 15 counselors serving the 17 Title I schools. The time span for logging was from early September through the end of April.

Table 11.1 presents a composite of information taken from the individual log sheets.

TABLE 11.1

ANALYSIS OF TITLE I COUNSELOR LOG SHEETS
N=15

Counselor Activity	Frequency Reported	Range	Mean
Counselor contacts:			
With staff members	4449	36-1080	297
With individual pupils:			
(duplicated count)	5136	37-1980	343
(unduplicated count)	725	15-100	48
With parents: at school	278	4-50	19
at home	215	0-60	14
by phone	455	2-150	30
With community agencies:			
at school or agency	233	0-137	16
by phone	461	1-169	31
With school special services	1226	8-345	82
Group counseling: number of groups	113	0-30	8
number of sessions	873	0-264	58
number of different individual in groups	1559	0-444	104
Class observations	813	3-260	54
Test administration:			
Individual tests: Intelligence	827	7-161	55
Other	539	0-120	36
Groups tests			
Number of groups	41	0-9	3
Number of individuals	560	0-353	37

There appears to be a wide divergence in the activities counselors engage in as shown by the range of frequencies in the table. For example, group counseling appears to be the major technique of one counselor while at least one counselor engages in no group counseling at all. A counselor's activities are sometimes altered by the physical facilities of an elementary building. It becomes obvious that the counselor who must use the corner of a boiler room or an open hallway for a counseling office will have a somewhat different program than the counselor who has a private counseling office.

Each counselor prepared a case report which he considered representative of the kind of work he was doing. From these case reports, two were randomly selected for inclusion in this report. They are quoted as follows:

Case #5:

"HEALTH AND HOME BACKGROUND

"B is a second grader, born August 10, 1962. She has a twin brother and one brother in the 5th grade. There is no father in the home. The only source of income is welfare. The mother expresses a desire for her children to make satisfactory progress in school. She does not want them to have trouble like she did ('NOT LEARNING').

"During January, 1971, B received a physical examination and was found to be in good health. Our school nurse has found her hearing and vision to be normal. The child appears to be a little under size, otherwise, she is quite normal.

"SCHOOL ACHIEVEMENT AND ADJUSTMENT

"The subject has attended Wichita Public Schools, Ingalls, from Kindergarten through second grade. A review of her school record looks like this:

Kindergarten - Inadequate growth
First Grade - Two years even though she was retained she has never been able to reach first grade level.
Second Grade - Presently, according to her teacher, she is functioning about like a beginning first grader.

"PSYCHOLOGICAL TEST RESULTS

Binet - Form L-M	Date	C. A.	M. A.	I. Q.
	11/68	6-3	5-3	82
	3/71	8-8	7-0	78

"BEHAVIOR IN SCHOOL

"The subject is a striking example of a child that our present school system is unable to cope with. She can and does at times function well in the regular classroom but it takes a lot of creativeness on the part of the teacher. Because of her background and experiences she can not see any particular reason for making much effort in school, also, her low mental ability makes the learning process not too enjoyable. She adjusts to this situation by bothering other children, annoying the teacher and at times refusing to do anything. This undesirable behavior rewards her with constant attention.

"In a one-to-one relationship with the teacher or counselor, she responds well. When her needs are satisfied and reinforced with praise, her performance in school improves.

Case #5 - continued

"RECOMMENDATIONS

"It is easy to make recommendations but difficult to follow through.

1. Smaller classes.
2. Teachers trained to work with children with learning problems.
3. Curriculums more in keeping with this type of child."

Case #13:

"HEALTH AND HOME BACKGROUND

"A is a Negro female third grader, born June 18, 1962. She is the youngest child in the family. There are three older brothers at home and three older sisters who are not living at home. The subject is an attractive girl of normal size. She is easily distracted and hyperactive. Vision was checked by the school nurse and found to be 20/30; she has new glasses. She seemed to have one decibel loss of hearing at 30 in the right ear. Space maintainers are needed for the teeth.

"The family lives in a small green house in an area which is not too well kept; this is about a mile from school. The mother has expressed interest in the child getting her work completed accurately and on time.

"BACKGROUND OF SCHOOL ACHIEVEMENT AND ADJUSTMENT

"The subject attended kindergarten at Ingalls. She has attended Isely since first grade. The first grade teacher felt that A made acceptable growth in all areas of school work; she read with group two of level one. In second grade she made mostly C's and read with the third reading group. Her third grade teacher feels that she does B work most of the time now. At present she is reading in Along Friendly Roads which is a 3^2 level book. The classroom teacher says A is much calmer and is doing better work now that she has new glasses; if for any reason she leaves her glasses at home, she becomes irritable and does not work as well.

"During the first part of the school year the subject did not listen and follow directions very well; she was easily distracted, hyperactive and gave up easily. Work was not completed on time and it did not seem to be important that she do her best at all times.

The Binet was administered October, 1970, indicating a CA of 8-4, MA 8-2, IQ 96, Basal 6 years, and Ceiling 12 years. Vocabulary was about the 7 year level, Number Concepts were passed through 6 years, Comprehension appeared to be about the 9 year level, and Abstract and Practical Reasoning seemed to be about the 7 year level.

"As the counselor, I visited with the subject about developing good habits and attitudes in the classroom and the importance of completing work accurately and on time. She set up some standards to follow, then she decided she would like to come see me when she felt she needed extra help. Since November she has come at least one time every two weeks. She would come to talk some days and we would discuss ways to improve study habits and attitudes toward her peers and the classroom teacher. Other times she would bring Arithmetic, English, or Reading along if she seemed confused about the material she was working on; I would work with her until she solved her problem and felt she could return to her room and continue with her work. Sometimes we read for fun, worked some puzzles, worked on number combinations, or worked on Spelling.

Case #13 - continued

"RESULTS

"Over a period of time the subject has begun to do much better work, is interested, and attitudes have shown tremendous growth. She is completing her work on time and wants to have it correct. With the new glasses she is not so hyperactive and is making good progress in third grade and should be able to do good fourth grade work next fall."

One counselor submitted a report on her activities with group work. This report is quoted here for its content:

"GENERAL INFORMATION

"The chief function of guidance in the elementary school is early identification of children with learning, personal or social problems and making an attempt to meet the needs of such children.

"In Chapter VI of Counseling the Disadvantaged Youth, R. C. Orem wrote, 'Because language plays a crucial role in virtually all phases of personality development, an individual's language proficiency may be the most important determinant of his adjustment to the school situation. It is through language that his experience can be organized and internalized. Children who come to school with language and experience handicaps do not catch up or even hold their own.'

"At Washington Elementary School we have tried to identify Kindergarten children who manifested definite language handicaps and limited experiental backgrounds which needed extension and enrichment.

"The Peabody Picture Vocabulary Test was used to identify children with a limited vocabulary. After these children were identified the counselor worked with them in groups of three and four two and three times a week in order that they could receive more individual attention. Activities were emphasized which might help to develop their vocabulary. Specific skills which needed to be improved were observation, listening, memory and expressing oneself in the group.

"The Kindergarten teacher and the counselor worked closely together in helping these children.

"TESTS ADMINISTERED

"1. Peabody Picture Vocabulary Test Forms A and B
2. Draw a Person

"TESTS FINDINGS

"October, 1970 forty-two Kindergarten children were administered a PPVT, form B. Thirteen children scored lower than 90 IQ. Children with an IQ of below 85 show signs of poor adjustment in school even at the Kindergarten level because to be successful in school requires average ability. For that reason we used 90 IQ as the cut off point.

"The selected children's scores ranged from 55 IQ through 86 IQ:

2 tested between 55-60
4 tested between 60-70
5 tested between 70-80
2 tested between 80-90

"At this time the children were administered a DAP so as to have some indication of each child's potential ability. The scores ranged from 76 IQ through 108 IQ.

1 tested between 70-80 IQ

6 tested between 80-90 IQ
6 tested between 90-100 IQ

"April, 1971 these children were given a PPVT, form A, to find whether there had been a gain in their vocabulary. The range was from 60 IQ through 101 IQ.

1 tested 60 IQ
6 tested between 80-90 IQ
6 tested between 90-105 IQ.

"CONCLUSION AND SUMMARY

"All but one child made a gain in his vocabulary according to the PPVT. The range was from -1 through a gain of 42 points.

4 gained between 0-10 points
0 gained between 10-20 points
6 gained between 20-30 points
1 gained between 30-40 points
1 gained between 40-50 points

"These tests indicated that all but three of the children reached or exceeded their potential ability. One of the subject's ability was limited. Two of the children missed two and three months working in the small groups. This could be one reason they did not reach their maximum potential.

"The children became better listeners, more observant, and more proficient in expressing their thoughts. This in turn seemed to give them a more adequate self concept.

"At the beginning some of the children seemed to prefer activities which needed no interaction with others, such as drawing and painting. Later these children were more interested in activities where more than one participated.

"One boy's speech was unintelligable and he used as few words as possible. To date it is easier to understand him and he talks in sentences. One girl was very negative. She did not want to participate in any activity and she did not talk. Now she talks and plays. One boy would shrug his shoulders to almost everything he was asked or say 'I can't.' With encouragement he now talks and tries new activities. One boy was so hyperactive he could hardly sit still. He wanted to talk almost all of the time. Now he can sit at the table with seemingly little effort and takes his turn talking.

"Indications are that the experiences these children have had will open the door to all of their later academic achievement and emotional growth."

RECOMMENDATIONS

It appears that the main objectives of the Specialized Counseling program were reached. With the continuation of plans for integration of the elementary schools, there seems little doubt that there will need to be more counseling service available in the elementary schools. As children from economically deprived areas are dispersed throughout the school system, ways will need to be explored in how to provide the same level of service received this year.

It is recommended that:

- Specialized Counseling services be provided to pupils receiving Title I instructional services regardless of place of enrollment.
- Counselors assigned a Title I project function be thoroughly apprised of the current guidelines for supplementary activities.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
1970-71 SPECIAL
HEALTH SERVICES PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

July, 1971

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

Health service to low income area pupils was perceived as one of the needs in the spring of 1966 by a joint research effort of the Wichita Public Schools, Community Planning Council Research Staff, and the Community Action Program. It was shown that a high correlation existed among low income, low school achievement, and health deficiencies. Planners reasoned that a global approach to the problems of educational deprivation should include a component to assist in the correction of dental and physical deficiencies; hence the concept of providing additional nurses in the target area schools was initiated. From the spring of 1966 when Wichita's first Title I project was fielded through the school year of 1969-70 five additional nurses were added to the health services staff.

The extra 25 days per week of health service was apportioned to the target area schools according to total school enrollment. In the spring of 1966 there were 34 target schools, for 1966-67 and 1967-68 there were 24 schools, for 1968-69 there were 22 schools, and for 1969-70 the number of schools was reduced to 18 and the grade level of pupils served was restricted to kindergarten through third grade. Thus there was a gradual concentration of service through the number of schools served and the grade levels included.

12.00

SPECIAL HEALTH SERVICES, 1970-71

SUMMARY

During the school year of 1970-71, Title I funds were used to provide for special health services to educationally deprived pupils of kindergarten through third grade in 17 Title I target area schools. The main provisions of the program were for more health services than could be provided under regular programs and for health education classes. Four nurse positions were added to the total elementary school health service staff but by a reallocation of scheduled time each Title I school received a proportional share of the four positions based on their enrollment. In each school a certain part of each week was designated specifically for Title I concerns. About 3560 pupils were served by the program at a per pupil cost of $8.22. During a sample period 314 parent home calls were made. About 450 Title I pupils were seen in the health rooms monthly.

Because of the type of service performed by the health services staff and because of the reduction in service to Title I pupils if the program was not available, a recommendation was made to continue the program.

12.02

PROGRAM DESCRIPTION

Scope

Approximately 3560 pupils in grades kindergarten through third grade were eligible for health services in the 1970-71 Title I project. The main goals of this program were to provide health services to individual pupils and health education classes for groups of pupils.

Personnel

For the school year of 1970-71, four additional school nurses were assigned to the total health services staff. These four nurses were over and above the number who would have been on the staff without any Title I input.

Procedures

Rather than assigning the four extra nurses only to the 17 Title I schools, a redistribution of all of the nurses' work schedules was made so that an equivalent of four positions was spread proportionally among the Title I schools. Each nurse then designated a portion of each week which was devoted exclusively to Title I pupils.

Budget

During the school year of 1970-71 a total of $28,170 was expended for the four Title I nurses' salaries. No other costs, except a mileage allowance of $1100 for reimbursed travel between schools and pupil transportation, were encountered in the project. Thus, based on the number of pupils eligible for the Special Health Services, the per pupil cost was $8.22.

EVALUATION

Additional health services provided by Title I for the target area schools fall within two broad, general categories, health education and health services with the major emphasis being upon health services or the service to individual pupils as opposed to group services.

The major objectives of the Specialized Health Services program that were chosen for investigation were:

Objective 1: A specialized health services program will be provided for target area pupils as shown by the allocation of funds to finance the program and the assignment of personnel to implement the program.

Objective 2: Nurses assigned to the Specialized Health Services program will screen the pupils of grades K - 3 in the target schools to identify children with health defects. Records will be maintained by the nurses to show which students have observable health defects.

Objective 3: The nurses will institute action to correct known health defects in target area pupils. This will call for contacts with parents to call their attention to the desirability for early action. Courses of action taken by parents and the amount of success experienced will be determined by follow-up records maintained by the nurses.

Objective 4: The nurses will conduct a health education program for target area pupils of grades K - 3 as shown by an examination of nurses' activity logs.

The following is a report compiled by the Health Services office. The report covers all areas of Title I services performed during the year.

"1970-71 Title I Health Services Report

Title I health services provided emphasized health services for 3,560 children, kindergarten through grade three, in the seventeen elementary schools designated as Title I schools.

In addition to the usual school health services available to all children enrolled in the Wichita Public Schools, the additional school nursing time allotted under Title I allowed the nurses assigned in the designated low income areas to:

1) Do additional vision and hearing screening and have more time for observation of children.
2) Work more closely with other staff members to identify health concerns.
3) Make more parent contacts, including home calls to assist families in obtaining evaluation and/or correction of health concerns.
4) Provide emphasized health education.

The Department of Health Services acted as consultant to the Maude Carpenter Children's Home in the expenditure of Title I money available to the Home for health care.

"Title I Statistical Report

Number of children with current[1] health concerns[2]: 169.

	GRADE				RACE**					SEX	
EMH I*	K	1	2	3	1	2	3	4	5	M	F
6	48	37	48	30	40		113	6	2	96	73

Number of children who received professional care: 118.

Number of children who did not receive professional care: 51.
Professional care not obtained because:

1. Family indicated financial inability to obtain private health care: 3.
2. Apparent lack of parent concern: 28.
3. Withdrew from U.S.D. #259: 3.
4. Transferred to another school: 2.
5. Inadequate time since referral: 8.

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[1] "current"refers to the 1970-71 school year
[2] concerns other than hearing and vision
*EMH I - Educable Mentally Handicapped, Level I

**Race - number code:
1 - Caucasian
2 - Oriental
3 - Negro
4 - Spanish American
5 - American Indian

6. No transportation: 1.
7. Mother unable to leave the home: 1.
8. Not referred: 2.
9. Removed from home by Juvenile Court: 3.

'Contacts Relating to Above Health Concerns

PARENT: 382
School Conference 80
Home Visit 132
Telephone 119
Letter 51

COMMUNITY AGENCY: 40
Social Welfare 10
Medical Service Bureau 3
Wesley Family Practice 1
Lion's Club 1
Kansas Crippled Children Commission 6
Community Action Program 1
Child Guidance 1
Public Health Department 6
Model Cities 6
Juvenile Court 3
McConnell 1
Wichita District Dental Society 1

SCHOOL: 214
Teacher 185
Principal 13
Staffing 16

Health Concerns reported:

Burns, cardiac, dental caries, hydrocele, hygiene, kidney, orthopedic, post meningitus, skin condition, allergies, sickle cell anemia, Pellagra, vaginal discharge, listlessness, abnormal tissue enlargement, U.R.I., hyperactivity, poor coordination, emotional, nutrition, nosebleed, seizures, infection of leg, malaise, fatigue, cyst on eyelid, frequent earaches, chest pain, needs immunizations, abdominal pain, deformity of palate, rheumatic fever, voice quality, positive tuberculin test, cerebral palsy, epilepsy, suspected child abuse, puncture wound, deformity of arm and leg, laceration of head, bleeder, swollen glands, adrenogenito syndrome, short frenum, obesity, enlarged tonsils, low grade temperature, roundworm, growth on clavicle, swollen jaw, anemia

"Title I Vision and Hearing Screening Report 1970-71

Vision screened for grades Kdg., 1, 2, and 3
- Total number in first screening: 3,333
- Total number rechecked: 332
- Referrals - after two checks: 134
- Professional care - total obtained: 115
    - Evaluation only: 20
    - Glasses fitted: 87
    - Lens changed: 8
    - Eye surgery: 0
    - Other: 0

Hearing screened for grades Kdg., 1, 2, and 3
- Audiometer or otometer screening: 2,692
- Acuity test (audiometer): 150
- Referrals: 31

12.05

Professional care - total obtained: 20
    Evaluation only: 10
    Hearing aid fitted: 0
    Ear surgery: 2
    Tonsillectomy: 5
    Other: 3

The following is a sample number of Title I children seen in health rooms from the 17 elementary Title I schools:

November: 468
January: 446
March: 507

"Summary of
Title I Home Calls

Month	Total Calls	Calls per grade Spec. Ed.I	Kdg.	1	2	3	Sex M	F	Calls by race 1	2	3	4	5
Nov.	69	2	11	17	17	22	27	42	32	2	35	0	0
Dec.	69	2	15	23	13	18	43	28	16	0	53	0	0
Jan.	70	1	12	15	23	9	33	37	22	2	44	0	2
Feb.	40	1	15	6	9	9	17	23	3	0	33	1	3
March	66	1	13	14	25	13	34	32	11	0	54	1	0
TOTALS	314	7	66	75	87	71	154	162	84	4	219	2	5

"Title I Health Education

Grade	Type of Lesson Presented	No. of rooms
Kdg.	Nutrition	30
	Safety	42
	Dental	47
	Poison Prevention	43
	Disease Prevention	38
	Hygiene	4
	Health Habits	4
	Preparation for rubella vaccine	6
	Hearing & Vision	14
One	Nutrition	25
	Safety	22
	Dental	32
	Hygiene	6
	Poison Prevention	30
	Disease Prevention	31
	Hearing & Vision	10
	First Aid	7
	Preparation for rubella vaccine	6

12.06

Title I Health Education (cont'd)

Grade	Type of Lesson Presented	No. of rooms
EMH I	Hygiene	3
	Dental	9
	Safety	7
	First Aid	3
	Nutrition	3
Two	Nutrition	24
	Disease Prevention	11
	Dental	32
	Poison Prevention	14
	Safety	20
	Health Habits	4
	Hearing & Vision	12
	Hygiene	5
	Preparation for rubella vaccine	4
	Community helpers	3
Three	Nutrition	13
	Poison Prevention	23
	Dental	25
	Health Habits	2
	Hearing & Vision	12
	First Aid	1
	Preparation for rubella vaccine	3
	Disease Prevention	10
	The Senses	2
	Disease Prevention	24
	Safety	13
	Hygiene	5"

Based on the above report it can be seen that extra health services were provided for the target area pupils. A health education program was conducted. Pupils were screened for health defects and steps were taken to remedy the defects.

RECOMMENDATIONS

Based upon the report of the activities of the health services staff in Title I schools it was concluded that stated objectives were reasonably attained. It is therefore recommended that the program be continued as an additional service for educationally deprived pupils.

WICHITA PUBLIC SCHOOLS
UNIFIED SCHOOL DISTRICT 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE 1970-71 TITLE I SUPPLEMENTARY FOOD PROGRAM

Funded by ESEA PL 89-10

Title I

Project #71091

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

July 1971

SUPPLEMENTARY FOOD
PROGRAM, 1970-71

SUMMARY

The 1970-71 Supplementary Food Service component of Title I was designed to provide for reduced cost Type A hot lunches in selected Title I and Follow Through schools. Two Title I schools and four Follow Through schools participated in the project. Changes in guidelines for the National School Lunch Program greatly reduced the need for this program. A total of 158,849 lunches were served in the project schools. Of these, 93,724 were served at a cost of 10¢ to the pupil through the National School Lunch Program. The remainder were served at no cost to the pupil. Title I funds provided for that portion not reimbursed by the regular lunch program. Because of the increased emphasis of the National School Lunch Program, it was recommended that the Title I effort in this area be eliminated.

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

An early needs assessment conducted in 1965 revealed, among other needs, the needs for improved diets among many educationally deprived children. Various kinds of food supplements were subsequently included in the Title I projects. Milk and crackers were provided for eligible kindergarten pupils in the spring of 1966 and the school years of 1966-67 and 1967-68. Hot lunches were served in two schools each year until 1969-70 when three schools were included. Approximately 120,000 lunches were provided each year from 1966-67 through 1969-70. During 1968-69 an experimental breakfast program was also instituted in one school with an average of 95 participants per day.

PROGRAM DESCRIPTION

Scope

Participants in the 1970-71 Supplementary Food Services program were in two categories. First, the pupils attending Brookside Elementary and Ingalls Elementary schools were eligible for food services. Of these, about two thirds of the enrollment at each school availed themselves of the free lunches. The second category was composed of pupils in the Follow Through project and classroom aides who were required to be on duty in the lunch room. The major goal of this project was to provide Type A hot lunches to educationally deprived children.

13.03

Personnel

Because of the nature of the project, no personnel were involved.

Procedures

The program was administered by the Food Services Office. Hot lunches were prepared and packed in one or more food preparation centers located in high school or junior high school cafeteria kitchens. Lunches were then delivered by truck to the participating schools for distribution to project pupils.

Because of changes in regulations regarding the National School Lunch Program the amount of support requested from Title I was drastically curtailed.

Budget

The total billing to Title I for 1970-71 Food Services amounted to $1864.10 for the two Title I schools and $7344.15 for the Follow Through project. Thus per pupil costs were $2.24 for Title I and $16.19 for Follow Through. Costs per aide in the Follow Through project were $90. The regular cost of a Type A hot lunch is 44¢ to pupils and 50¢ to adults.

EVALUATION

The objective of this program was to provide project pupils with reduced cost lunches. Pupils of Brookside and Ingalls were eligible for the program. Some parents chose to have their children walk home for lunch and thus not all children enrolled were participants. A report from the Food Services Office contains the following information:

"2. A total of 102,365 meals were fed at Ingalls and Brookside Schools to Title I children. Due to a change in Federal/State Regulations, 14¢ per meal, as budgeted, was not needed for this program. Title I support requested was 10¢ per meal for those meals served free. The amount of Title I support requested for these meals was $1,864.10.

3. A breakdown of meals fed for Title I schools was:

(a)	Brookside	6,848	FREE	(b) Ingalls	11,793 FREE
		22,627	10¢		61,097 10¢
		29,475	TOTAL		72,890 TOTAL

(c) The cost billed to Title I for Brookside and Ingalls was:

Brookside Free Meals	6,938	@ 10¢ =	$ 684.80
Ingalls Free Meals	11,793	@ 10¢ =	1,179.30
	18,731	TOTAL =	$1,864.10

4. Follow-Thru meals and cost billed to Title I were: (October-1970 thru May-1971, billing was 9¢ per meal--Kensler and Chisholm, 5¢ per meal--Arkansas Avenue and North Pleasant Valley, and 50¢ per

adult meal. September, 1970, charges were 25¢ per meal Kensler, 21¢ per meal all others, and 50¢ per adult meal.)

(a) KENSLER		
Pupils	20,705 meals	$2,214.97
Adults	1,064 meals	532.00
	21,769 Total	$2,746.97
(b) NORTH PLEASANT VALLEY		
Pupils	9,692 meals	$ 646.20
Adults	933 meals	466.50
	10,625 Total	$1,112.70
(c) ARKANSAS AVENUE		
Pupils	16,667 meals	$1,171.39
Adults	1,248 meals	624.00
	17,915 Total	$1,795.39
(d) CHISHOLM		
Pupils	9,420 meals	$1,046.59
Adults	1,285 meals	642.50
	10,705 Total	$1,689.09"

From the above report it can be determined that an average of 164 pupils per day were served free or reduced cost lunches at Brookside. This is 66 percent of the September 15 enrollment. At Ingalls, comparable figures were 405 and 69 percent respectively.

An average of 314 Follow Through pupils were served daily as well as 25 classroom aides who worked in the program.

RECOMMENDATIONS

Because of the curtailed need for Title I support of food service brought about by changes in the National School Lunch Program it is recommended that supplementary food service be omitted from the total Title I program.

WICHITA PUBLIC SCHOOLS
Unified District 259
Dr. Alvin E. Morris, Superintendent

PILOT PRE-SCHOOL PROGRAM

DUNBAR ELEMENTARY SCHOOL
LITTLE ELEMENTARY SCHOOL

Funded by ESEA PL 89-10
Title I
Project #71091

Prepared by
W. E. Turner, Research Specialist
Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

May 1971

14.01

THE PILOT PRE-SCHOOL PROGRAM, 1970-71

SUMMARY

A pilot pre-school program was operated in two economically deprived schools for a total of forty four-year-old youngsters, all of whom were black.

The main intent of the program was to provide, on a trial basis, some of the services provided in other pre-school programs such as Head Start. Children from the local neighborhood only were involved, thus there was no bussing component.

The total staff consisted of one teacher and two half-time instructional aides in each of the two schools involved.

It has been recommended that the program be extended to other schools with more emphasis on the parent involvement component.

14.02

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

Many pre-school children who are eligible for Head Start are not able to enter the program because of space limitations. When Title I funds became available the coordinator of primary education prepared a proposal for a pilot pre-school program to be operated in one school within the Title I target area. This pilot program was operated during the school year of 1969-70. It was similar to the Head Start program but served only local neighborhood youngsters and did not include any of the supplementary services such as medical, dental, nutritional, or psychological.

PROGRAM DESCRIPTION

Scope

Forty pre-school four-year-old youngsters were included in the 1970-71 pre-school pilot project. The main objectives of the program were to establish positive home-school communications; provide for children's language, social and physical development; and improve cognitive and perceptional skills.

14.03

Personnel

A. Teacher

During the period of the report, 1970-71, one teacher was employed.

B. Instructional Aides

Two aides worked in the program, one at each of the two schools on a half-day basis thus making one full-time equivalent aide position. Qualifications were the same as for the regular instructional aide program.

Procedures

Funding approval was received late and thus the program did not get started until November 2, 1970. This report covers the period from the above date until the end of the school year in May, 1971.

Two classes of four-year-old children were selected from the Dunbar and Little Elementary school districts. Children selected were required to be four years of age on or before September 1, 1970, to have a birth certificate, and to have been included on the 1970-71 Head Start waiting list.

The teacher had previous experience with young children having been a kindergarten teacher in the system prior to this assignment. She replaced the first project teacher who took employment elsewhere.

Each of the project schools furnished one-half an aide position out of their regular Title I Instructional Aide allowance.

Children at Dunbar were scheduled for the morning session while the Little children came for the afternoon session. At one school the pupils were enrolled for the program by the school principal while at the other school the pupils were enrolled at the pupil's home after a home visit by the teacher.

The instructional program was developed cooperatively by the teacher and the Coordinator of Primary Education. Emphasis was placed on social adjustment, intellectual stimulation, creativity, art, music, and play to motivate and involve the children in the classroom activities. Language development exercises were based on the Peabody Language Development Kit, Level P. Field trips were used to broaden the pupils' experiential background.

Following is a calendar of events from a typical morning in the pre-school program:

Flag Salute Preparation for first activity	9:00 - 9:05
Playtime (two groups) The students work with puzzles, blocks, peg boards, and painting. Each one is taught how to hold paint brushes correctly and how to use paints.	9:05 - 9:30
Snack Time Students are instructed to put away toys and art supplies and get ready for graham crackers and milk.	9:30 - 9:45

Work Time	9:45 - 10:20
Children are divided into two groups. One group uses clay and other art materials; the other group uses KELP Kit, bead patterns, block designs, peg boards, etc.	
Recess	10:20 - 10:40
Story Time and Dramatization	10:40 - 11:00
Rest Period	11:00 - 11:15
Each student is taught to fold his rug neatly and put it in a cubby hole where there is a name tag for him to recognize his name.	
Language Development Peabody Language Development Kit-Level P	11:15 - 11:40
Music and Rhythms	11:40 - 11:50
Evaluation and Dismissal	11:50 - 12:00

Conventional kindergarten materials and equipment were utilized in the program.

Budget

The only direct expense of this program was $8,780 for the teacher's salary. Salaries of the instructional aides were charged off in the instructional aide program. Materials and supplies were received out of the base school's allowance. The cost per pupil of this program was $219.50 based only on the salary amount above. Replication of the program would probably require a higher per pupil expenditure depending on how aide salaries were handled.

EVALUATION

The main goal of the preschool program was to provide classroom services to neighborhood children which were similar to the services provided to children in Head Start.

Objectives chosen for evaluation were as follows:

Objective 1: Positive home-school communications will be established with the parents of pupil participants as shown by a teacher maintained record of contacts made with parents through phone calls, interviews, or home visits.

Objective 2: Pupils of the pre-school program will improve their language development as shown by their responses to a locally prepared inventory.

Objective 3: Pupils of the pre-school program will improve their social and physical development as measured by teacher observation, checklists, and a locally prepared inventory.

Objective 4: Pupils of the pre-school program will improve their cognitive and perceptive skills as measured by a locally prepared inventory.

Pupils selected for participation in the program were those who were on the Head Start waiting list. The principal of each of the two schools made the final determination, however, nearly all of the children within each neighborhood area who were eligible were enrolled. These children must have been four years old on or before September 1, 1970. They must also have had a birth certificate.

Thirty five pupils began in the program when it started on November 2, 1970. Twenty were at Dunbar and 15 at Little. During the year one Dunbar pupil moved out of state and one moved to the Little district. The Little program gained four other pupils, however, one stayed only about a month before moving. Peak enrollments at each school were 20.

All participants were black. As of the writing of this report in early May, 1971, the following data were available:

	Dunbar		Little	
	Boys	Girls	Boys	Girls
Number enrolled	8	11	11	7
Average number of days of membership per pupil	94.9	97.6	98.6	104.0
Average number of days of attendance per pupil	78.0	81.9	84.6	89.6
ADA-ADM ratio	.82	.84	.86	.86

Absenteeism for the total group was about 15-16 percent. It has been found that kindergarten absenteeism for the last four years has averaged about 7-8 percent.

Communication establishment with parents was one of the objectives of this program. Initially, parents were contacted to explain the various aspects of the program and to enroll their children. Between the first of November and the middle of April, the teacher had made 18 home calls, had 11 parents visit classes, and had four telephone conferences. In the program for 1969-70, the teacher taught four days per week and reserved one day for home visitation, however, for 1970-71 only the regular quarterly conference days were set aside for parents.

To attempt to get some measure of language, social, and physical development; and of improvement in cognitive and perceptual skills, a locally prepared inventory* was administered to the pupils. Results were compared with the posttest results of Early Start children for the summer of 1970. In terms of the programs of which the two groups received, Early Start youngsters

*See Appendix

were involved in a team effort composed of teachers, classroom aides, social workers, nurse, parent coordinator, home economist, speech clinician, and volunteers. The time was short, just six weeks, as compared to the November to May interval for the pre-school program. Thus results may not be comparable.

A comparison of results on inventory items which denote social development is shown in the table below.

TABLE

COMPARISON OF PERCENT OF CORRECT OR YES RESPONSES TO INVENTORY ITEMS DENOTING SOCIAL DEVELOPMENT

Inventory	Item Number	Pre-School Pilot Group N=37 Percent	Early Start Group N=26 Percent
Part I	1	54	92
	2	27	23
	3	81	65
	4	59	38
	5	95	96
Part II	1	100	92
	2	100	100
	4	95	85
	5	81	77
	6	100	42
	8	54	54
	9	100	88
	10	92	92
	11	86	81
	12	78	31
	13	70	27
	19	57	100
	20	76	77
	23	62	27

Inventory items 1 through 5 of Part I dealt with the child's knowledge of home and family. Item #1, "What is your name?" was answered correctly by a much larger percentage of Early Start children whereas item #4, "How many (brothers, sisters) do you have?" was responded to correctly by a higher percentage of the pre-school children as well as item #3, "How old are you?" About equal percentages of children responded correctly to items #2 and #5. Items in Part II were compared on the "Yes" response. Pre-school children were marked much more favorably on items #6, "Child knows and uses names of the adults in the classroom"; #12, "Child can identify simple songs when just the melody is played"; #13, "Child can say many rhymes and poems by memory"; and #23, "Child uses descriptive adjectives." It is interesting to note that on item #19, "Child likes to draw and paint", the Early Start children were overwhelmingly rated "Yes."

It appears that in most areas of social development sampled that the Pre-School group had surpassed the Early Start group which was to be expected considering the longer period of time the program was in operation.

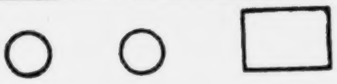
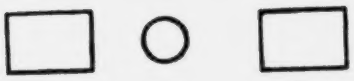
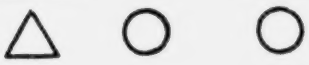
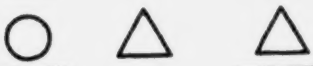
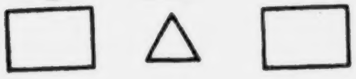
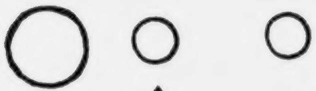
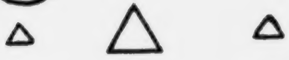
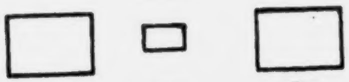
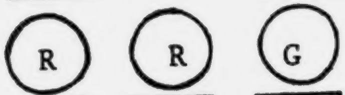
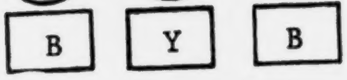
Inventory items pertaining to cognitive and perceptual skills are shown below with discussion.

Inventory Item Number 6, Part I		Pre-School Pilot Group N=37 Percent	Early Start Group N=26 Percent
Pencil	Q1	97	96
Crayon	Q2	97	88
Book	Q3	100	96
Piece of paper	Q4	100	96
Chair	Q5	100	96
Table	Q6	97	92
Scissors	Q7	100	88
Door	Q8	100	96
Waste basket	Q9	49	42
Chalk	Q10	62	38
Clock	Q11	92	84

In general, a slightly higher percent of the pre-school group could identify the listed objects correctly. "Waste basket" was quite often called "trash can" and "chalk" was often confused with crayon in both groups. Trash can probably should be accepted as an alternate for waste basket in any future testing.

Inventory Item Number 7, Part I		Pre-School Pilot Group N=37 Percent	Early Start Group N=26 Percent
○ ○ □	Q1	92	58
□ ○ □	Q2	89	50
△ ○ ○	Q3	86	58
○ △ △	Q4	92	58
□ △ □	Q5	89	54
◯ ○ ○	Q6	57	58
▵ △ ▵	Q7	59	23
□ ▫ □	Q8	62	46
Ⓡ Ⓡ Ⓖ	Q9	70	50
🄱 🅈 🄱	Q10	65	50

Among most item 7 elements there is a wider gap between the Pre-School and the Early Start groups which again could probably be explained by the longer project time involved. Curiously, responses to Q6, involving circles did not follow the same pattern as other elements. This may be an element which has good discriminating power for four year olds.

Inventory Item Number 8, Part I		Pre-School Pilot Group N=37 Percent	Early Start Group N=26 Percent
	Q1	89	58
	Q2	92	46
	Q3	86	58
	Q4	84	54
	Q5	86	58
	Q6	73	35
	Q7	73	35
	Q8	68	46
	Q9	68	46
	Q10	70	46

Pupil responses to the parts of item #8 show the results of longer exposure to basic concepts training. A much higher percentage of the pre-school group youngsters responded correctly to those items.

Inventory Item Number 9, Part I			Pre-School Pilot Group N=37 Percent	Early Start Group N=26 Percent
(a)	red	Q1	95	46
(b)	yellow	Q2	81	27
(c)	blue	Q3	78	23
(d)	green	Q4	81	42
(e)	black	Q5	92	54
(f)	brown	Q6	89	38
(g)	orange	Q7	89	42
(h)	purple	Q8	76	31

14.09

Comments made for item #8 are also appropriate for this item as well.

A higher percentage of the pre-school group knew that a dime was worth more than a penny and also knew the name of the coin. The concept of biggest and littlest did not appear to be as far developed among the pre-school group while being able to recognize quantities of one to five was farther advanced. There was very little difference between the two groups in their ability to respond correctly to the concepts of "on-under" or "in-out."

Inventory Item Number 17, Part II	Pre-School Pilot Group N=37 Percent	Early Start Group N=26 Percent
Word Pronunciation:		
that	65	69
little	84	77
they	70	73
there	73	73
this	70	73
those	68	73
does	84	73
stove	78	69
star	78	69
few	81	69

There was very little difference in the percentage of correct responses of the two groups. The fact that two children in the pre-school group had speech problems may have contributed to the lack of difference.

A higher percent of the pre-school group could identify common sounds.

With the exception of the concept of "biggest-littlest", other concepts such as "up-down", "in-out", "on-under", "big-little", "same-different", and "alike-not alike" were more highly developed among the pre-school group.

Comparing the overall responses to the entire inventory, the pre-school group appears to have made more progress. As stated before, such progress should be expected because of the longer time interval for the program to have been in operation.

RECOMMENDATIONS

The results shown in the previous section indicate that the program has accomplished satisfactorily the objectives which were intended. The parent involvement component may not have been as fully developed as it could have been had the teacher had more release time for that kind of activity.

In view of the apparent success of the program and the current strong emphasis nationwide on commencing compensatory educational programs at increasingly early ages, the following specific recommendations are made:

- Continue and expand the program in neighborhood schools with local agency funds if necessary.
- Make provisions for a stronger parental involvement component, possibly using mothers as volunteer aides.
- Refine the pupil inventory used for data collection.

14-A1

WICHITA EARLY START INVENTORY

(WESI)

Name of pupil ______________________ Date __________

Sex ______________ Days attended ______________

Race ______________ Days absent ______________

Teacher ____________________

PART I

		Correct Response	Don't Know	No Response
1. What is your name?	Q1			
(The desired response would be his first [or name he goes by] and last name.)				
If he gives only his first name, ask "What is your last name?"	Q2			
If he gives a nickname, ask "What is your other name?"	Q3			
What is your mother's name?	Q4			
Record response __________				
What is your father's name?	Q5			
Record response __________				
2. Where do you live?	Q1			
(The desired response would be the street address.)				
If he says "In a house," ask "Where is the house?"	Q2			
If he gives only the street name, ask "What is the house number?"	Q3			

APPENDIX 14

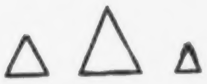
		Correct Response	Don't Know	No Response
3. How old are you?	Q1			
(The desired response is his age in years.)				
If he holds up fingers, ask "How many is that?"	Q2			
4. How many brothers do you have?	Q1			
Record response ______________				
How many sisters do you have?	Q2			
Record response ______________				
5. Are you a boy or a girl?	Q1			
6. Show or point to some common objects which are found in the classroom. Ask "What is this?"	Q1			
(If incorrect, write the name he said in the blank.)				
______________ pencil	Q1			
______________ crayon	Q2			
______________ book	Q3			
______________ piece of paper	Q4			
______________ chair	Q5			
______________ table	Q6			
______________ scissors	Q7			
______________ door	Q8			
______________ wastebasket	Q9			
______________ chalk	Q10			
______________ clock	Q11			

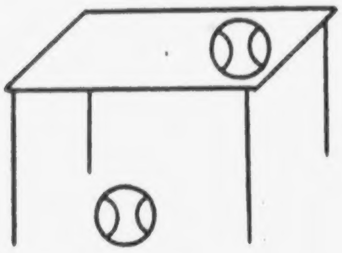
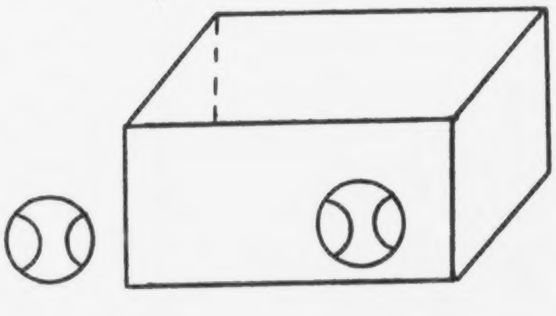
7. Show S a series of cards with different shapes on them. Ask "Which ones are alike?" "Point to the ones that are alike."

			Correct Response	Don't Know	No Response
Card 1	○ ○ □	Q1			
Card 2	□ ○ □	Q2			
Card 3	△ ○ ○	Q3			
Card 4	○ △ △	Q4			
Card 5	□ △ □	Q5			
Card 6	◯ ○ ○	Q6			
Card 7	▵ △ ▵	Q7			
Card 8	□ ▫ □	Q8			
Card 9	Ⓡ Ⓡ Ⓖ	Q9			
Card 10	[B] [Y] [B]	Q10			

8. Show S the same series of cards above. Ask "Which one is not like the others?" "Point to the one that is not like the others."

			Correct Response	Don't Know	No Response
Card 1	○ ○ □	Q1			
Card 2	□ ○ □	Q2			
Card 3	△ ○ ○	Q3			
Card 4	○ △ △	Q4			
Card 5	□ △ □	Q5			
Card 6	◯ ○ ○	Q6			
Card 7	▵ △ ▵	Q7			
Card 8	□ ▫ □	Q8			
Card 9	Ⓡ Ⓡ Ⓖ	Q9			
Card 10	[B] [Y] [B]	Q10			

		Correct Response	Don't Know	No Response
9. Show S a card with colors on it. Point to color and ask "What is the name of this color?"				
(a) red	Q1			
(b) yellow	Q2			
(c) blue	Q3			
(d) green	Q4			
(e) black	Q5			
(f) brown	Q6			
(g) orange	Q7			
(h) purple	Q8			
10. Show S a penny and a dime. Ask "Which one will buy more candy?"	Q1			
"What is the name of this coin?"	Q2			
11. Show S the card. 				
Ask "Which one is big? Point to the one that is biggest."	Q1			
"Which one is little? Point to the one that is littlest."	Q2			
12. Hold up your hand with varying numbers of fingers outstretched. Ask S "How many fingers do I have up?"				
(a) one finger	Q1			
(b) three fingers	Q2			
(c) two fingers	Q3			
(d) four fingers	Q4			

		Correct Response	Don't Know	No Response
13. Show S a card with a drawing of a table and balls. Ask "Which ball is on the table? Point to it."	Q1			
"Which ball is under the table? Point to it."	Q2			
				
14. Show S a card with a drawing of a box and balls. Ask "Which ball is in the box? Point to it."	Q1			
"Which ball is out of the box? Point to it."	Q2			
				

PART II

This part of the instrument concerns observations you have made about the child in regard to listed traits or developments.

	Yes	No	Not Observed
1. Child is toilet trained.			
2. Child knows where the rest room is.			
3. Child demonstrates proper use of eating utensils. (a) fork (b) spoon (c) knife			
4. Child pays attention when directly spoken to.			
5. Child pays attention when the group he is in is spoken to.			
6. Child knows and uses names of the adults in the classroom.			
7. Child speaks freely to peers and adults in the school setting.			
8. Child narrates own experiences spontaneously to the teacher or group.			
9. Child listens to stories read or told by teacher or aide with interest.			
10. Child listens and responds to music.			
11. Child remembers and can sing simple songs.			
12. Child can identify simple songs when just the melody is played.			
13. Child can say many rhymes and poems by memory.			

	Yes	No	Not Observed
14. Child participates in dramatic play spontaneously.			
15. Child speaks in sentences rather than fragments.			
16. Child relates ideas in sequence.			
17. Child pronounces most common words properly.			
(a) that			
(b) little			
(c) they			
(d) there			
(e) this			
(f) those			
(g) does			
(h) stove			
(i) star			
(j) few			
18. Child identifies common sounds.			
(a) clapping			
(b) bell			
(c) horn of car			
(d) ticking of a clock			
(e) peoples' voices			
(f) bark of dog			
(g) meow of cat			
19. Child likes to draw and paint.			
20. Child likes to sing and dance.			
21. During free play child will most often:			
(a) play with a group			
(b) play by himself			
(c) not play			
22. Child has developed certain concepts			
(a) up - down			
(b) in - out			
(c) on - under			
(d) big - little			
(e) same - different			
(f) biggest - littlest			
(g) alike - not alike			

	Yes	No	Not Observed
23. Child uses descriptive adjectives.			
24. Child knows the numbers 1 to 5.			
25. Child recognizes and names objects in the classroom.			

WICHITA PUBLIC SCHOOLS
UNIFIED SCHOOL DISTRICT 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
HOME-SCHOOL COORDINATOR
PROGRAM AT INGALLS ELEMENTARY SCHOOL
1970-1971

Funded by ESEA PL 89-10

Title I

Project #71091

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

June 1971

15.01

HOME-SCHOOL COORDINATOR PROGRAM, 1970-71

SUMMARY

The Home-School Coordinator program was operated for a period of two years at Ingalls Elementary school. The major function of the program was to improve communications between the school staff and the local community. This was to be accomplished through the employment of a staff person who made personal contacts with individuals, groups, or organizations in the community.

This report covers the school year of 1970-71. It appears from interviews and records that the program did provide for improved communications with the local community. Because of changes in the total school district program this project was terminated at the end of May, 1971.

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

Ingalls Elementary School is located within an area which had been designated as a Title I target area since the beginning of ESEA PL 89-10 programs in Wichita.

School personnel felt a need to achieve more parental involvement in school affairs. The position of Home-School Coordinator was requested by the Ingalls principal during the spring of 1969. He wanted to have available on the school staff a person who understood the problems of a majority black economically disadvantaged school community and who, at the same time, understood the problems of teaching in a disadvantaged area. Thus, the position of Home-School Coordinator was created and staffed for the school year 1970-71.

PROGRAM DESCRIPTION

Scope

The main goal of the Home-School Coordinator program was to provide for better rapport of communications between the school and the local community.

Personnel

One person, a fourth grade teacher at Ingalls Elementary School was transferred to the position of Home-School Coordinator for 1969-70 and remained in the position for 1970-71.

Procedures

The period of time covered by this report is the 1970-71 school year. Following is a list of activities which were reported by the home-school coordinator to have been engaged in during the year. These activities are not arranged in any particular order of priority, importance, or sequence.

1. Scheduled reading programs and contacted parents for observation;
2. Solicited volunteer helpers for classroom teachers;
3. Provided transportation and contacted community people to help transport children on field trips;
4. Consulted with parents of children with attendance problems and made referrals when necessary;
5. Solicited persons to serve on the School Advisory Committee;
6. Worked with agencies to provide clothing for children in need;
7. Arranged home visitations for teachers and parents upon request;
8. Acted as consultant for new teachers in the building;
9. Served as a member of the Title I Advisory Committee;
10. Assumed substitute teacher duties in the building when requested by the principal;
11. Provided transportation for parents and children to medical appointments;
12. Transported children who missed the bus to Bridgeport, Kechi, and other schools during inter-school visitations;
13. Arranged and directed human relations projects;
14. Acted as school liason to the special activities coordinator;
15. Conducted home visitation workshop with school staff;
16. Appeared before community groups to explain the role of the home-school coordinator;
17. Conferred with junior high school staffs regarding former pupils;
18. Acted as mediator between teachers and parents when misunderstandings arose; and
19. Contacted parents about summer school programs and formulated class lists for summer school.

The home-school coordinator estimated that she made about 100 parent contacts per month of which 40 were at the home, 50 were by telephone, and 10 were at school.

Budget

Direct costs of this program amounted to $10,415 in salary and $162 for mileage allowance. Expressed on a per pupil basis for kindergarten through third grade, the program cost $28.51 per child enrolled. In-kind costs such as office supplies and office space are not included.

EVALUATION

Provision for the establishment of better communications between the school and local community was the major emphasis of this program. The program had been organized when the pupil school population of Ingalls Elementary School was all black and the teaching staff had been changed from majority black to majority white. A portion of activities reported by the home-school coordinator brought her in contact with residents of the community.

With the changing role of Ingalls in regard to elementary school integration, the pupil population for 1971-72 was projected to shift from all black to eighty percent white and twenty percent black. White pupils were to be bussed in to achieve the ratio. Thus with the shift in the parental constituency the main reason for the home-school coordinator program no longer existed and the program was terminated at the end of the 1970-71 school year.

RECOMMENDATIONS

While there may be merit in having a staff member available in a school to perform the duties listed in the procedure section of this report, there appears to be an overlapping of functions with other kinds of personnel already assigned to the individual schools. If this kind of program is initiated again it is recommended that the person assigned be available to several schools in a staff relationship rather than assigned to only one school. Duties would then be of a broader, global nature and would take into account a larger view of the school problems. The program is not recommended for a single school.

WICHITA PUBLIC SCHOOLS
Unified District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE HORACE MANN STAFF INVOLVEMENT PROJECT

Funded by ESEA PL 89-10
Title I
Project #71091

Prepared by
W. E. Turner, Research Specialist
Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

March 1971

16.01

HORACE MANN STAFF INVOLVEMENT PROJECT, 1970-71

SUMMARY

The Horace Mann Staff Involvement Project was designed to attempt to find a solution to some of the problems of the Horace Mann student body which manifested themselves in low class achivement, lack of homework, indifference to tests, and the poorest attendance rate in the city. Since the entire Horace Mann district was contained within the geographic boundaries of an area which had been designated as a Title I target area, Title I ESEA PL 89-10 funds were made available to implement the program planned cooperatively among central administrative staff, school staff, and consultant of Mid-Continent Regional Educational Laboratory. During the planning sessions the school staff was selected as the major means of bringing about attitudinal changes among the pupils and parents of the district. A period of self inspection was felt to be a prequisite to any real efforts to bring about staff involvement with the community, parents, and pupils. Thus the first major effort was the planning and conducting of a two-week workshop during August 1970. Participant critiques written at the close of the workshop were almost universally enthusiastic about the workshop and the plan of action outlined. Further follow-up training sessions were conducted at the school throughout the remainder of the year. A questionnaire submitted to the school staff after first semester indicated a majority of teachers were still enthusiastic about the program. Subjective comments made about pupil attitudes were, for the most part, very positive. Parent involvement appeared to fall short of anticipations.

At the time of this report, the program appears to have been generally successful. Certain elements of the project could be tailored to other schools in the city.

16.02

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

Horace Mann Junior High School is housed in an old building located in the city's near north side. The school draws its students from an area that has been determined to be economically disadvantaged. Much of the area is designated "commercial." Many of the residences in the area date back to the turn of the century and some are in a poor state of repair.

For a number of years, the pupils of Horace Mann had exhibited an extremely poor attitude toward school which was manifested in low class achievement, limited response to homework, indifference toward standardized tests, and the lowest attendance rate in the city. Parents in the community appeared to have little regard for the value of school. Administrative remedies such as the lowering of pupil-teacher ratios had no noticeable effect on the school. If anything, the problems intensified. It became apparent that a different approach needed to be implemented.

During the school year of 1969-70, a number of conferences were held by the director of secondary education, principal of Horace Mann, and the assistant director of federal programs. Out of these meetings grew a plan to conduct a summer workshop for the Horace Mann teachers as an initial step toward a solution of the problem. Contacts were made with McREL (Mid-Continent Regional Educational Laboratory) and a representative of that group was contracted to plan the workshop content to be conducted during August of 1970.

An altered schedule for teachers was agreed upon for 1970-71. This schedule provided each teacher with one period each day for home visitation, thus no teacher would have more than four classes to teach. The remaining two periods were for planning and parent visitation.

16.03

PROGRAM DESCRIPTION

Scope of the Program

Each of the certificated staff of Horace Mann was invited to participate in a workshop which was scheduled for August 10-21, 1970. Forty three of the 46 staff members did participate.

Workshop objectives were:

(1) to arrive at a level of awareness on the part of each staff member concerning:
  (a) individual hopes, fears, and bias'
  (b) adolescent hopes, fears, and bias'
  (c) parent hopes, fears, and bias'
(2) to learn the fundamentals of teaching a better self-concept
(3) to become aware of the community and the unique cultures of the community
(4) to learn how to better relate to parents
(5) to learn better techniques of improving achievement levels of pupils
(6) to learn how to involve the community in the school and the school in the community
(7) to do demonstration lessons with micro-television equipment

Personnel

A. Workshop Directors

Two representatives of McRel were contracted to conduct the workshop. These men were considered to be experts in the field of human relations.

B. Consultants

Two consultants, each an expert in his field of specialization, were brought in for appropriate segments of the workshop. Dr. Frank Driscoll, Superintendent of Public Schools, East Chester, New York, spent one day presenting topics on micro-teaching and audiovisual aides. Dr. Mary Christian, Director of Education, Hampton Institute, Hampton, Virginia, spent three days with the workshop. Her central topic was "Making Learning Relevant". She also came back in the fall semester for a follow-up session.

C. Staff of Horace Mann

Forty-three of the staff were involved in the program.

D. Others

The following kinds of people participated in workshop panels or as resource persons:

community business man
parents
minister
WACAPI representative
social worker
students
welfare worker
judges
policeman
Black United Front representative
Brown Beret representative

Procedures

This report covers the school year of 1970-71, however, a major portion of the program was started in August of 1970. The staff involvement workshop was held from August 10-21, 1970 at Fairmount Towers near Wichita State University. Lack of air conditioning precluded the possibility of conducting the workshop at Horace Mann. Meetings were held in the building cafeteria or in a large lounge area. Participation in the workshop was not mandatory.

Following is an agenda of daily workshop meetings:

Horace Mann Involvement Workshop

August 10
8:30- 9:00 -- Introductions
Purposes of Workshop
9:00-10:00 "Perceiving Ourselves and Others"
10:00-10:20 Break
10:20-11:30 "Reality Awareness:
-Discussion Groups-
"How Does It feel To Be Me?"
"What Is My Attitude Toward Other Ethnic Groups"
"What Are My Personal Hang-Ups"
11:30-12:30 Lunch
12:30- 2:00 Continue Discussion Groups and form panel
2:00- 2:20 Break
2:20- 3:30 "The Cultures of the Minority Groups"

August 11
8:30- 8:45 -- Announcements and Opening Exercises
8:45-10:00 "Building a Self-Concept"
10:00-10:20 Break
10:20-11:30 Student Panel on "Pupil-Teacher Relationships"
11:30-12:30 Lunch
12:30- 2:00 -Discussion Groups-
"How May I Improve Self-Concept of my Pupils"
2:00- 2:20 Break
2:20- 3:30 Teacher Panel and Discussion
"How May I Improve Self-Concept of My Pupils"

August 12
8:30- 8:45 Announcements and Opening Exercises
8:45-10:00 "The Horace Mann Community"
One business man
Two parents
One minister
One WACAPI representative
One social worker
10:00- 2:00 Visit businesses in area
Visit one home in area
Eat lunch in area
Visit one agency in area
2:00- 2:20 Break
2:20- 3:30 Discussion on Horace Mann Community Visitations

August 13
8:30- 8:45 Announcements and Opening Exercises
8:45-10:00 Teacher Panel "Relating to Parents"

16.05

10:00-10:20	Break
10:20-11:30	Panel of Parents "The Needs of My Children"
11:30-12:30	Lunch
12:30- 3:30	Home Visitations with Welfare Workers
August 14	
8:30- 8:45	Announcements and Opening Exercises
8:45-10:00	Judge Clark Owens
	Judge Bob Watson
	"Juvenile Crimes and the Court"
	"How the Teacher May Help the Adolescent"
10:00- 2:00	Visitations (with sack lunches)
2:00- 3:30	Human Relations Committee - Police Department
August 17	
8:30- 8:45	Announcements and Opening Exercises
8:45-10:00	General Discussion Groups and Panel
	"My Impressions of the Horace Mann Community"
10:00-10:20	Break
10:20-11:30	Speaker-Black United Front, Hugh Jackson
	Discussion
11:30-12:30	Lunch
12:30- 2:00	Speaker-Brown Beret, Pete Epinoza
	Discussion
2:00- 2:20	Break
2:20- 3:30	Speaker-Low Income White
	Discussion
August 18	
8:30- 8:45	Announcements and Opening Exercises
8:45-10:00	"Making Learning Relevant" (Cont. Curr.)
10:00-10:20	Break
10:20-11:30	"Preparing a Relevant Lesson"
11:30-12:30	Lunch
12:30- 3:30	Work individually with consultants on lessons
August 19	
8:30- 8:45	Announcements and Opening Exercises
8:45-11:30	Micro-Teaching
11:30-12:30	Lunch
12:30- 2:00	Micro-Teaching
2:00- 2:20	Break
2:20- 3:30	Micro-Parent-Teacher Interviews
August 20	
8:30- 8:45	Opening Exercises and Announcements
8:45-10:00	"Continuing To Grow In Understanding"
10:00-10:20	Break
10:20-11:30	Segregated Discussion Groups
	"What Do I Not Accept About Another Racial Group"
	"What Do I Accept"
	"How May I Develop Respect Toward Others"
11:30-12:30	Lunch
12:30- 2:00	Improving Attendance of Pupils
2:00- 2:20	Break
2:20- 3:30	Home Visitations
August 21	
8:30- 8:45	Opening Exercises and Announcements

8:45-10:00	Discussion Groups "How May I Better Relate To Parents" Panel
10:00-10:20	Break
10:20-11:30	"Motivating Pupils To Learn"
11:30- 1:30	Luncheon With Speaker "The Effects of Deprivation On Learning"
1:30- 3:30	"Activities For 1970-1971 School Year"

One facet of the Horace Mann Involvement project called for the establishment of a parent room at the school. Such a room was to be equipped for the use of small parent groups and as a place for teachers to meet with parents.

During August, 1970 a contractor completed the conversion of Room 311 which was originally a classroom. The finished product bears little resemblance to its origin. With lowered ceiling, recessed lighting, air conditioning, drapes, carpeting, comfortable chairs, and coffee sideboard, the parent room presents an inviting appearance.

During the school year of 1970-71, follow-up activities were conducted by the McREL representatives which consisted of meetings for consultation with individual teachers, with department groups, and with the total staff. Plans and ideas were formulated to help the teachers with establishing better rapport with pupils, with community groups, aiding in micro-teaching, and in the revision of curriculum. Dr. Mary Christian was also brought back for one day and evening of consultation.

Budget

Title I, ESEA, provided the funding source for this project. Naturally, during the initial phase of a program, costs are much higher than in later phases. Start up costs were funded mostly out of the fiscal 1970 budget while continuation costs were allocated to the fiscal 1971 budget. A detailed expenditure break down follows:

August 1970 workshop stipends 42 @ $150 and one @ $75 =	$ 6375
Mid-Continent Regional Educational Laboratory Contracted services	4400
Partial payment on remodelling contract	2200
Furniture for parent room	633
Total funded by fiscal 1970	$13,608
Mid-Continent Regional Educational Laboratory Contracted services	$1150
Final payment on remodelling contract	2044
Total through first semester 1970-71	$3194
Total to date	$16,802

Based on Horace Mann's September 15, 1970 official enrollment figure of 595 pupils, the total cost amounts to $28.24 per pupil.

EVALUATION

The chief objective of the program was to improve the overall atmosphere of Horace Mann School so that pupil achievement could be improved, that attitudes of pupils, parents, and teachers were improved, and attendance rates were improved.

The Horace Mann staff was selected as the major change agent in the program and thus was given the opportunity to participate in the workshop. Thirty nine reaction papers were received. Five of these reactions were randomly selected and are quoted as follows:

> "The workshop has been one of the most enjoyable experiences of this summer. The air of togetherness has prevailed and, I believe, together we can solve all the ills of Horace Mann."

> "It is difficult to list the outcomes of a session like this, as I feel that the long range outcomes far out weigh the present one. However, there are certain things that stand out in my mind as I write this evaluation.
>
> "1. We have become more aware of ourselves as teachers in our particular situation.
>
> "2. We have become more aware of the individual differences of our students, and have found there are a few things that are alike but not always evident.
>
> "3. 'Mary Christian'--this type of person exposed to members of our faculty can do more good than five days of hog wash. By this I mean we have worked with each other, but having some one of her stature come in changes the concept or image of the black teacher. I would strongly urge you to use Dr. Christian whenever possible in the midwest. So many people have not been exposed to black teachers of her status since they have never lived on the East or West Coast. As a whole I felt the workshop was worthwhile."

> "I felt the workshop was run very well. The method in which you, Charles, and Mr. Crown took a back seat and let the faculty control the sessions was good. For too long, we as leaders have looked to others for leadership, when really the solutions for our problems can only be answered by each of us.
>
> "I enjoyed being a part of a program of this nature and hope I have grown stronger and perhaps wiser."

> "Disgust, tension, anger, frustration--these words describe my feelings on the first day of 'We Care' indocrination. The fact that I was threatened if I did not appear certainly did not make me happy to be there. I did know this was good and right BUT I rebelled from the way I was forced to come.
>
> "Thank God! My mind was changed! Enthusiasm and determination have replaced all of the other 'hang-ups' I have had and By Damn, I intend to follow through. I have gone along being a fairly popular teacher with the kids but I must say I had a lot of superficiality integrated with my 'winning ways'. I have always 'cared'--much to the consternation of my family! Now, I believe they might care, too!
>
> "Thank you for a great two weeks!"

> "I think that the most valuable accomplishment that has been

> made is the fact that the faculty can now (maybe not too adequately yet) communicate with one another. Before these two weeks some of these people couldn't, wouldn't, and didn't communicate with others, either verbally or nonverbally. I know that much can be done and it will be done to help make everyone aware of the fact that our school is a good one.
>
> "Utilizing ideas we have heard and making our own material relevant will be the keys to success as well as showing others by our actions and comments that we really do care. I would not have missed these two weeks for any reason. Thank you for all you've done."

Examination of the remaining 34 reaction papers reveals almost no comments that could be construed as negative. One may conclude, at least at the close of the workshop, that all participants were positive toward the content and were enthusiastic about implementing the new program in the fall.

Shortly after the end of the first semester, a questionnaire* was distributed to the faculty. Certain items on the questionnaire lend themselves to tabulation and statistical treatment. Questions 2 through 7 were based on the objectives of the workshop. Responses to these questions could be "much", "some", or "none". It was decided a priori that the expected responses to these items would follow a normal curve distribution and hence 16 percent should respond to the "much" and "none" categories while 68 percent should respond to the "some" category. Chi-square tests were then made to determine significance, if any. A tabulation of questions and responses follows:

Question	Number and Percent Responding by Category					
	Much		Some		None	
	No.	%	No.	%	No.	%
2. Was your level of awareness concerning:						
a. individual hopes, fears, biases increased?	8	27	19	63	3	10
b. adolescent hopes, fears, biases increased?	8	27	18	60	4	13
c. parents hopes, fears, biases increased?	10	33	17	57	3	10
3. Was your knowledge of the fundamentals of teaching a better self-concept increased?	6	20	18	60	6	20
4. Was your awareness of the community and the unique cultures of the community increased?	8	27	18	60	4	13
5. Was your knowledge of how to better relate to parents increased?	9	30	17	57	4	13
6. Was your knowledge of how to use better techniques of improving the achievement levels of pupils increased?	5	17	17	57	8	27
7. Was your knowledge of how to involve the community in the school and the school in the community increased?	11	37	14	47	5	17

*See Appendix 16-A

Questions 2c and 7 vary significantly (at .05 and .01 respectively) from the expected frequencies. Both are weighted toward the "much" category. All of the "much" category responses exceeded the anticipated frequency. Questions which concerned parents or community received the greatest number of "much" responses while question 6 dealing with the achievement levels of pupils drew the highest number of "none" responses.

Questionnaire item 8 was an open response question: "What was the single most valuable thing you got from the workshop?" Twenty eight faculty members replied to this item. Seventeen of the responses involved other members of the staff such as: "getting to know the rest of the faculty", "becoming more tolerant of other faculty", "interrelating with other staff." Five responses dealt with relations with pupils, such as "changing negative attitudes of pupils" or "making the curriculum relevant to the pupils" and five responses dealt with relations with parents. The remainder of responses were of a miscellaneous nature. Since some replies fit into more than one category, some were counted more than one way and thus the total number of responses by categories exceeds the number of persons responding. It may be interesting to note that of the 28 responses only one was in any way negative.

To summarize this item, sixty percent of the respondents thought the most valuable thing they got from the workshop was a better understanding, knowledge, acquaintanceship, or tolerance of their fellow faculty members.

Questionnaire items 10 and 15 asked if staff members had evidence of attitude changes on the part of pupils or parents. These results are presented in Tables 16aadand 16.2.

Table 16.1

TEACHER RESPONSES TO CHANGES IN PUPIL ATTITUDE
N=30

	Number of Responses							
	Yes		No		Not Observed		Item Left Blank	
Attitude Change Area	No.	%	No.	%	No.	%	No.	%
Toward school attendance	22	73	4	13	1	3	3	10
Toward discipline	19	63	7	23	2	7	2	7
Toward teachers	21	70	5	17	2	7	2	7
Toward other staff	14	47	5	17	7	23	4	13
Toward parents	16	53	5	17	6	20	3	10
Toward class achievement	10	33	10	33	6	20	4	13
Toward racial tolerance	18	60	9	30	1	3	2	7

Note: Percents may not add to 100 because of rounding.

Nearly three-fourths of the staff felt that attitudes toward school attendance had improved. The next highest number of "yes" responses was for the change in attitude toward teachers. The least number of "yes" responses was in the attitude toward other staff and toward class achievement. These last two areas also had the greatest number of "not observed" and no responses which would tend to bring down the percent of "yes" responses.

Table 16.2

TEACHER RESPONSES TO CHANGES IN PARENT ATTITUDES
N=30

Attitude Change Area	Number of Responses Yes No.	%	No No.	%	Not Observed No.	%	Item Left Blank No.	%
Toward school attendance	15	50	7	23	5	17	3	10
Toward discipline	16	53	8	27	3	10	3	10
Toward teachers	14	47	7	23	4	13	5	17
Toward other staff	6	20	6	20	14	47	4	13
Toward school	19	63	5	17	3	10	3	10
Toward racial tolerance	6	20	8	27	10	33	6	20

Note: Percents may not add to 100 because of rounding.

As the question moved from pupils to parents, a less familiar area of knowledge, the number of responses in the "not observed" and "no" response categories increased. Thus the possibility of a high percentage of "yes" responses is diminished accordingly. Parent's attitudes toward school seemed to show the most favorable improvement.

Home visitations were selected as a vehicle for increasing parent involvement in the life of the school. On questionnaire item 11, fifteen of the staff reported they had made a total of 659 home visits during first semester. These ranged from five to 105 visits per staff member. Thirteen staff members reported having made home visits before this school year. The thirteen reported a total of 139 visits ranging from three to 40 per staff member. Total home visits more than quadrupled. Fourteen of the staff reported having 268 parent conferences at school ranging from five to 54 conferences per person. For the previous year 151 conferences with a range of three to 30 per person were reported. Thus the number of conferences had nearly doubled in one semester.

Questionnaire item 16 was an attempt to get some measurement of the attitude change of the staff, and although there were 21 staff members who responded the data could not be interpreted.

It may be reasonable to assume that improvement in the achievement of a group of pupils may be an indicator of a change in attitude. Three methods were attempted to get some sort of defensible measurement in this area. First, questionnaire item 10f asked for the staff member's opinion about changes in pupil's class achievement. Of the 26 staff members responding, ten (38%) said there was no improvement and six (23%) said they had not observed. A few persons wrote additional comments to the item. Most of these ten responses indicated that pupils were trying harder.

Pupil Record of Educational Progress Composite test scores were examined for the years of 1969-70 and 1970-71. Because only one month of school had elapsed when the 1970-71 tests were taken, the 1969 and 1970 test groups were not all the same pupils, and different forms of the test were given, no conclusive results were expected from this approach.

Table 16.3 below shows what results were available.

TABLE 16.3

COMPARISON OF PREP COMPOSITE SCORES
1969 and 1970

Year	Form	Statistic	Grade Seventh	 Eighth	 Ninth
1969	X	N	181	227	228
		$\bar{X}$	81.6	90.1	103.2
		%	27	20	24
1970	Y	N	159	162	190
		$\bar{X}$	79.6	82.1	99.5
		%	34	19	28

The diagonally descending arrows indicate, e.g., that the seventh grade of 1969 becomes the eighth grade of 1970. Percentile ranks provide the only means of comparison and these are not completely reliable because two different test form results are being considered. In the one case, seventh to eighth, there was an eight percentile point loss while in the other case, eighth to ninth, there was an eight percentile point gain.

A review of the "Distribution of Grades" report for the first nine weeks of 1969-70 and of 1970-71 gave some comparisons. These are shown in Table 16.4.

TABLE 16.4

Letter Grade	First Quarter 1969-70 Number	 Percent	First Quarter 1970-71 Number	 Percent
A	436	9.5	438	11.5
B	1051	22.9	880	23.1
C	1617	35.2	1260	33.1
D	918	20.0	734	19.3
F	546	11.9	469	12.3
Other (I, W, WF)	32	.7	25	.7

Note: Percents may not total to 100 because of rounding.

While the number of pupils enrolled on September 15, 1969 was 762 and a year later in 1970 was 595, the number of A grades earned in the first quarter of 1970 remained almost the same thus causing an increase of two percentage points. A slight percentage increase of B grades occurred in 1970 while C and D grade percentages decreased a small amount. Percentage of F grades were slightly more numerous in 1970.

Generally speaking, there seems to have been a slight measureable improvement in achievement; however, it may be unrealistic to expect major changes under the conditions just previously mentioned.

Rates of attendance may also be an indicator of a pupil's attitude toward school. Again, there is difficulty in getting an index of measurement on a single group of pupils across two years. Attendance figures for grade level groups from year to year do not give a clear picture unless pupils are matched from one year to another.

Attendance data were gathered on a randomly selected group of pupils (see Appendix 16B). All of these pupils were eighth or ninth graders in 1970-71 and also were enrolled at Horace Mann for at least two months of each of the first semesters of 1969-70 and 1970-71. Group results of the random selection are shown in Table 16.5 below.

TABLE 16.5

ATTENDANCE COMPARISONS OF RANDOMLY SELECTED PUPILS AT HORACE MANN JUNIOR HIGH SCHOOL

Random Group	Designation	Number	Days Enrolled $\overline{X}$	Days Absent $\overline{X}$	Absence Rate %
A	Seventh Grade 1969-70	19	89	6.89	7.74
	Eighth Grade 1970-71	19	89	9.34	10.49
B	Eighth Grade 1969-70	22	89	5.75	6.46
	Ninth Grade 1970-71	22	87.8	6.23	7.09

Group A consisting of 19 pupils was absent an average of 6.89 days per pupil during the first semester of the seventh grade and absent an average of 9.34 days per pupil in the first semester of the eighth grade. Expressed as a percentage, the absence rates were 7.74 and 10.49 respectively. Thus, this randomly selected group of pupils did not attend school as well as eighth graders as it did as seventh graders. Group B showed a similar but not as pronounced pattern. Its average absence went from 5.75 to 6.23 while the percentage rate went from 6.46 to 7.09.

Data gathered from these randomly selected groups do not support the belief by many of the teachers that attendance is greatly improved this year.

While the randomly selected groups represent ten percent of each grade, it is entirely possible that they are not representative in terms of attendance and absence. The inclusion of only one or two pupils who experienced long term illnesses could possibly alter the results and present a somewhat distorted picture.

RECOMMENDATIONS

The long term impact of this program cannot be ascertained at this time, however, there are several indications that it is having some of the desired effects upon the school and community.

The reader will recall that about sixty percent of the staff felt that the most important part of the workshop was that it brought about staff cohesiveness, understanding, and cooperation. Perhaps the key to changing pupil attitudes may rest with staff attitudes.

The following recommendations are made based on the findings:

- That the program be continued at Horace Mann.
- That more ways are explored to achieve an increased level of parent involvement.
- That consideration be given to a modified version of the involvement workshop for use with other school faculties.

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION
January 25, 1971

To: All members of the Horace Mann Junior High School Staff

From: W. E. Turner, Research Specialist, Title I

Subject: Horace Mann Involvement Workshop

Last summer members of the Horace Mann staff participated in a workshop which was funded from Title I monies. In order to get a preliminary assessment of the effectiveness of the workshop for the annual Title I report, you are requested to respond to the attached questionnaire. Please do not sign your name. Return completed questionnaires directly to the Research Office, Administration Building by truck mail. An envelope is provided for your convenience.

We request that they be returned by

APPENDIX 16

HORACE MANN INVOLVEMENT WORKSHOP QUESTIONNAIRE

1. Did you participate in the workshop? Yes _____ No _____

If your answer was "Yes", go to #2, if "No", go to #9.

2. Was your level of awareness concerning:

a) individual hopes, fears, biases increased?

much _______ some _______ none _______

b) adolescent hopes, fears, biases increased?

much _______ some _______ none _______

c) parents' hopes, fears, biases increased?

much _______ some _______ none _______

3. Was your knowledge of the fundamentals of teaching a better self-concept increased?

much _______ some _______ none _______

4. Was your awareness of the community and the unique cultures of the community increased?

much _______ some _______ none _______

5. Was your knowledge of how to better relate to parents increased?

much _______ some _______ none _______

6. Was your knowledge of how to use better techniques of improving the achievement levels of pupils increased?

much _______ some _______ none _______

7. Was your knowledge of how to involve the community in the school and the school in the community increased?

much _______ some _______ none _______

8. What was the single, most valuable thing you got from the workshop?

9. I did not participate in the workshop because:

a) _______ I was not assigned to Horace Mann at the time.

b) _______ I had conflicting demands on my time.

c) _______ I preferred not to participate.

d) _______ Other reason.

If you checked 9a, please omit the remainder of the questionnaire.

Approximately five months of school have passed since the workshop. The following questions relate to changes in attitudes, if any.

10. Do you have any evidence of changes in pupils' attitudes? Towards:

a) school attendance yes____ no____ not observed____

If "yes", what kind?

b) discipline yes____ no____ not observed____

If "yes", what kind?

c) teachers yes____ no____ not observed____

If "yes", what kind?

d) other staff yes____ no____ not observed____

If "yes", what kind?

e) parents yes____ no_____ not observed____

If "yes", what kind?

f) class achievement yes____ no____ not observed____

If "yes", what kind?

g) racial tolerance yes____ no____ not observed____

If "yes", what kind?

h) other indications of a change in pupils attitudes

Please list, cite examples.

11. Approximately how many home visitations have you made since the opening of school this year?

____

12. Had you made home visitations before this year?

yes ____ no _____

If "yes", how many last year? ___________

13. Approximately how many parent conferences have you had at school this school year?

____

14. About how many parent conferences did you have last year?

____

15. Do you have any evidence of changes in parents' attitudes? Towards:

a) school attendance yes____ no____ not observed____

If "yes", what kind?

b) discipline yes____ no____ not observed____

If "yes", what kind?

c) teachers yes____ no____ not observed____

If "yes", what kind?

d) other staff yes____ no____ not observed____

If "yes", what kind?

e) school yes____ no____ not observed____

If "yes", what kind?

f) racial tolerance yes____ no____ not observed____

If "yes", what kind?

g) other indications of a change in parents' attitudes

Please list, cite examples.

16. How would you rate the attitude changes of your fellow staff members? On the five point scale below, place the number of staff members in each category that you feel have exhibited that kind of attitude change.

Not Observed	Much Change Positive	Some Change Positive	No Change Same As Last Year	Some Change Negative	Much Change Negative

Please make any comments you feel would help us in the evaluation of this program.

We appreciate your cooperation in completing this questionnaire. Please send it to the Research Office, Administration Building. Do not sign your name.

16-B1

Wichita Public Schools
Research and Evaluation Services Division

March 16, 1971

To: Winton Crown, Principal, Horace Mann Junior High School

From: W. E. Turner, Research Specialist, Title I

Subject: Attendance Survey

Pursuant to our conversation this morning, I have developed procedures to accomplish the attendance survey. I hope that this will not burden your office staff too much. We discussed drawing a ten percent sample. This would include this year's eighth and ninth grade pupils only. Using your September 15 enrollment figures it was determined that 19 eighth and 22 ninth grade pupils should be selected. Selection may be made in the following manner:

1. Using the alphabetical list of 1970 eighth grade pupils, count down to the fourth pupil on list, (this is first pupil selected), then select every tenth pupil. If it is not possible to use a pupil thus selected because he did not attend Horace Mann the year before for at least two months in the first semester, or he has not been enrolled for at least two months this year, first semester, then select the next pupil down the list who does meet these two qualifications of two months enrollment first semester of each year. Record first semester 1969 and first semester 1970 data on the form provided.

2. Repeat the process for ninth grade except count down to the tenth name and select every tenth name thereafter.

We certainly wish to thank you for your help in this process. Extra forms are included if you wish to keep a copy for your records.

HORACE MANN ATTENDANCE SURVEY
Eighth Grade 1970-71

Name	1969		Leave Blank	1970		Leave Blank
	Days Enrolled	Days Absent		Days Enrolled	Days Absent	
1. **B C**	89	3		89	3	
2. **B M**	89	9½		89	7	
3. **C D**	89	1		89	3	
4. **C G**	89	8		89	8½	
5. **F G**	89	10½		89	1½	
6. **G S**	89	5		89	1	
7. **G H**	89	7		89	5	
8. **H P**	89	12		89	28	
9. **J R**	89	7½		89	8½	
10. **K K**	89	2½		89	11	
11. **M S**	89	8		89	13½	
12. **M R**	89	2		89	29½	
13. **M R**	89	15		89	9½	
14. **P H**	89	½		89	2	
15. **R R**	89	9		89	19	
16. **S N**	89	4½		89	3	
17. **S M**	89	0		89	4	
18. **T J**	89	0		89	1	
19. **W R**	89	26		89	19½	
TOTAL	1691	131.0	7.74 %	1691	177.5	10.49 %
$\overline{X}$	89	6.89		89	9.34	

16-B3

HORACE MANN ATTENDANCE SURVEY
NINTH GRADE 1970-71

	1969			1970		
Name	Days Enrolled	Days Absent	Leave Blank	Days Enrolled	Days Absent	Leave Blank
1. A R	89	7		89	5	
2. B S	89	4½		89	4½	
3. C E	89	1		89	3½	
4. C A	89	3½		89	4	
5. D L	89	2		89	2	
6. F S	89	4		89	½	
7. G J	89	3½		63	6½	
8. H B	89	1		89	0	
9. J D	89	½		89	3	
10. J M	89	6½		89	5	
11. L C	89	9		89	20	
12. M J	89	3½		89	0	
13. N G	89	1½		89	4	
14. P V	89	15½		89	22½	
15. R D	89	0		89	0	
16. R M	89	3½		89	7½	
17. S T	89	1½		89	0	
18. T C	89	13		89	6½	
19. T T	89	8		89	14½	
20. W D	89	0		89	0	
21. W M	89	36		89	28	
22. Z B	89	1½		89	0	
TOTAL	1958	126.5	6.46%	1932	137.0	7.09%
$\bar{X}$	89	5.75		87.8	6.23	

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
CORRELATED MATH-SCIENCE
PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
Peggy Janda, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1971

17.00

CORRELATED MATH-SCIENCE, SUMMER 1971

SUMMARY

The Correlated Math-Science program was part of the summer Title I project. It served 303 third and fourth grade pupils, all of whom were residents of Title I target areas.

The objective of the program was to improve math and science skills by correlating these skills. The 24 program teachers used the discovery method in teaching science and math concepts. To implement this method, they were provided with Science Curriculum Improvement Study and Elementary Science Study Materials.

Evaluation of the science objectives was done through teacher responses on the locally devised Transitional Objective Checklist. Improvement in math skills was measured by a Basic Fact Test given at the beginning and at the end of the program.

In the area of science the program was highly successful. However, one aspect of the mathematics objective was not met. It has been recommended that the program be repeated next summer but that more emphasis be put on the mastering of basic math facts.

17.01

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

The Title I project in Wichita was designed to focus on the needs of culturally and educationally disadvantaged children in school attendance areas with high concentrations of low income families. Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

Prior to the beginning of summer school, 1968, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session. A project application for funding of the summer school was filed and subsequently approved.

Summer projects have been developed to provide programs which will keep children involved in school activities. Smaller classes with a more informal environment than would be possible in the regular school year are provided.

The Correlated Math-Science program was devised by an elementary education consultant prior to the summer of 1969. It had been noticed that elementary students of the Title I target area were deficient in basic math skills. It was thought that these skills could be improved by correlating math, a low interest subject, with a high interest subject, science. The program has not been significantly changed since its inception.

PROGRAM DESCRIPTION

Scope

The Correlated Math-Science program had a dual purpose. The first was to improve the math and science skills of the participants, by correlating the activities of both disciplines and by using the discovery method in instruction. The 303 participants were third, fourth, and fifth grade students who lived in Title I target areas. The program was not, however, designed to include fifth graders.

The second purpose was to provide teacher training in the discovery method and in new science materials under the more favorable conditions of a small classroom. This training would then be used by the teachers in their regular classrooms.

Personnel

The program employed 24 teachers, one coordinator, and one supply and materials clerk.

Each of the teachers was employed for 30 days, two hours a day. Seven of the teachers were men; 17 were women. Seven were black and 17 were white. All but one taught elementary classes; the other taught seventh grade junior high students. All the teachers held bachelor's degrees. Nine held master's degrees. Half of the teachers had taught the program in previous years. The duties of the teachers were similar to those of regular classroom teachers.

The coordinator of the program held the same position during the 1970 summer school. During the regular school term she was an elementary teacher who also taught elementary education on the college level. Her duties as coordinator included:

1. Plan program and prepare behavioral objectives;
2. Select, purchase, and distribute materials;
3. Conduct workshops;
4. Demonstrate techniques in the classroom;
5. Organize field trips.

The coordinator's contract specified that she work four hours a day for 30 days plus an additional 40 hours of preparation.

A supply and materials clerk was employed four hours a day for 30 days. Her duties included preparing materials and replenishing kits.

The coordinator suggested that in future years only teachers familiar with behavioral objective theory be chosen for the program. She also thought it would be better, for the sake of the program, if she or the Coordinator of Science Education for the public schools were consulted in the selection of teachers.

Three teachers had aides in their classrooms. All the aides were girls. One aide was a volunteer. Two were Neighborhood Youth Corp employees requested by the teachers. Duties delegated to the aides included assisting in small group work and field trips, checking papers, and arranging bulletin boards.

Procedures

The Correlated Math-Science program was a six-week summer school program lasting from June 14 through July 23. The entire program is being evaluated.

The program teachers met with the coordinator for two inservice meetings. Both were half-day sessions, one taking place before classes began, and the second taking place midway through the summer term.

During the preservice meeting the teachers' role in guiding the students to new understandings and greater retention of knowledge through use of the inquiry approach was emphasized. The coordinator demonstrated this method with elementary school students. Methods for use in the program were suggested to the teachers and then practiced. Use of a numberline to explain addition and multiplication was demonstrated, as were math games. They practiced attribute games and tangrams. The concepts of the interaction system and subsystem were developed through experimentation. Both the coordinator and a number of teachers thought that preservice training should have been more extensive.

During the second inservice meeting, Piaget's theories were briefly discussed and materials on his writings were distributed to the teachers. The teachers then worked with materials they would be using in the classroom. They experimented with "Whirly Bird" systems which teach the concepts of constant and variable. They also practiced paper folding -- a means to teach geometry concepts.

The 24 program classes were held in regular classrooms of 16 Title I schools. Two schools had three classes. Four schools had two classes. Ten schools had one class each. Classroom setup varied from class to class. In some classrooms third and fourth grade pupils were grouped together. In one school, where there was more than one program classroom, one teacher worked with the third graders while the other worked with the older children. In another school, students were divided so that one teacher taught both math classes and the other taught both science classes.

The largest class had 18 pupils, while the smallest had eight. The average class size was 12.3.

Classes were held from 9:00 a.m. to 11:00 a.m.

The teachers of the Correlated Math-Science program were not given stringent guidelines for the teaching of their classes. They were instructed in the method they were to use, the inquiry method, and they were given materials they could use to fulfill the transitional objectives that had been devised for the program (see Appendix 17-A for list). But beyond method, materials, and objectives, they were left to their own creativity.

Teachers were instructed in the use of the inquiry method through demonstrations by the coordinator. Demonstrations took place at the preservice meeting and at the request of a teacher in his classroom. These demonstrations, a means of inservice training, were considered highly advantageous by the program teachers.

In implementing the inquiry method in their classrooms, teachers began their lessons by giving the students materials and then allowing the children to play with them. For instance, in the teaching of the concept of interaction of systems, students were given batteries, light bulbs, steel and aluminum wire, paper clips, magnets, water, and hard candy. The students were told that interaction is the result of objects working together. They were then asked to discover for themselves as many indications of interaction as they could with the materials they were given. Class discussion began only after most of the children had exhausted their curiosity. By manipulating concrete objects, then, the students would have developed an understanding of the abstract concepts of science. Because they had discovered these concepts themselves, their retention of them would be greater.

The materials used to implement the inquiry method were the Science Curriculum Improvement Study kits (SCIS), Material Objects, Subsystems and Variables, and Interaction and Systems. The concepts taught by each kit are implicit in the titles. These kits included workbooks which some of the teachers used. Materials from the Elementary Science Study (ESS) were also used. Nearly all teachers considered the SCIS kits the most valuable materials in the program. Of the ESS materials, Attribute Games, Tangrams, and Mirror Cards were the favorites. A complete list of program-provided materials and equipment can be found in Appendix 17-B.

Teachers were free to choose the materials they would need to meet the transitional behavioral objectives. These objectives were very closely related to the concepts developed through the SCIS kits. Teachers were not, however, required to meet all the transitional objectives. As a result, allowances were made for the needs of each class and for the shortness of the summer school term.

In order to meet the objectives concerning the spontaneous recall of math facts, drill of some kind was required. So that the students would be better motivated to practice math skills, the teachers chose to disguise the drill in the form of games. A number of teachers used the Milton-Bradley (Springfield, Massachusetts) Quizmo games. These games were part of the regular classroom equipment rather than provided by the program. The program did provide an Around the World multiplication game that was developed by the local Science Education department. Teachers also used games they had developed themselves. One teacher, whose students' math skills were not developed enough to play Quizmo or Around the World, devised math games that were scaled down to her students' level. Number wheel sheets and other fun-oriented math worksheets were provided by the program.

But mathematics was not an isolated aspect of the program. Elementary Science Study materials that illustrated the importance of the correlation of math and science were attribute games and tangrams. Attribute games provided practice in the concept of property and in the theory of sets. Tangram puzzles gave practice in mathematical reasoning.

Although classroom activities varied greatly, a typical day schedule follows:

9:00 - 9:45 SCIS experiment with individual discussion
9:45 - 10:00 Group discussion and summary of experiment
10:00 - 10:15 Recess
10:15 - 11:00 Math games or worksheets

Students from 13 of the program centers participated in field trips with students in a high school ecology class. The natural science concepts of the ESS units were stressed. Schools not participating in the field trips with the secondary students took other field trips. A front page article from The Wichita Eagle, July 15, 1971, follows:

17.05

High School Ecologists Teach the Younger Set

More Pictures on Page 12A

By JACK L. KENNEDY, Eagle Education Writer

The small black boy's stubby fingers clung tightly as a muscular high school student shifted the weight on his shoulders. The pair came slowly up the stream's bank, where the older boy discharged his passenger.

"Tell Jimmy he's a great teacher," the youngster urged Wichita public school science coordinator Neil Miller later on the bus.

Walking hand in hand, Wednesday, 70 students from field ecology classes at South, Southeast and West high schools joined 100 elementary students from MacArthur, Rogers, Kellogg, Washington, Ingalls and Fairmount schools for a field trip through Oak and Sim parks.

"Just walk over and pick a partner," Miller told the younger crew. At first some were reluctant. Then eyes met, hands came out and the morning adventure began.

THEY TESTED STREAM and pond water together. A high school student bent over his young charge's insect collection to show how to prepare specimens for mounting.

Dip nets dropped into the water to retrieve algae and fish for inspection. Ground squirrels scampered into the outdoor classroom, and the older youths told how the animals affected the land and other life.

"Mr. Miller, I have a locust here," a Rogers fourth grader said. "I got a shell. I want to keep it." He did — and he kept the realization that big high school kids may not be so scary after all.

"Y'know," one of the elementary pupils told Miller as the bus started to move out, "I thought I would be frightened of them."

Several elementary teachers in summer natural science classes wanted their pupils to have field trip experiences, Miller said, but felt handling such a large number would be a problem.

Miller turned to the high school field ecology classes, which have gone on field trips to the Ross natural history area in Emporia, Cheney Reservoir, the Flint Hills, Lake Afton and the Waynoka, Okla., sand dune and snake territory.

Older students and their teachers were recruited as guides for two trips. The second will be Monday with pupils from Mueller, Little, Finn, Isely, Dunbar, Irving and Waco schools.

Both groups learned Wednesday about insects, birds, the earth — and themselves.

Teachers appreciated the concern parents showed by just seeing that they attended regularly. Some parents helped with field trips and others contributed items for nature studies and for classroom liquid museums. Teachers recorded nine visits with parents at the students' homes, 44 visits with parents at school and 63 telephone visits with parents. Pupil report cards were sent home only in those buildings in which the entire summer faculty had decided to send reports.

Budget

The total amount budgeted for the six-week Correlated Math-Science program was $21,222.00. The program was funded through Title I, ESEA. Of this amount, $11,147.00 was proposed to cover the salaries of 24 teachers, one coordinator, and one supply and materials clerk. A sum of $9,427.00 was budgeted for supplies, $68.00 for travel between schools by coordinator, and $580.00 for Social Security.

If a similar program were planned, the amount needed for supplies during the first year would be greater. The amount spent on supplies included purchase of one kit for 22 classrooms but only replacement parts for two other kits used previously. These kits were made available to teachers for use in their regular classrooms. The amount spent on Elementary Science Study materials, if they were not damaged during the regular school year, would not have to be budgeted again. Teachers were able to use any other equipment and materials available in their schools. These materials, then, were not included in the budget.

Per pupil cost was $70.04. This figure represents the program budget over the total number of students. Maintenance and building-provided equipment costs were not factors in determining the ratio.

EVALUATION

The terminal behavioral objectives of the Correlated Math-Science program were:

1. The teacher's role will be changed from that of a lecturer or expositor of information to that of an individual who analyzes and synthesizes the child's experience and who guides the child, through the discovery method, to develop generalizations and understandings. This objective will be measured by classroom observation of teacher behavior.
2. The students will demonstrate skill in observing, classifying, communicating, predicting, and inferring as measured by items 3, 4, 5, 7, and 13 of the Transitional Objective Checklist.
3. The students will show their understanding of the concepts of property, material, and interaction systems as measured by items 1, 2, 6, 8, 9, 10, 11, 14, 15, and 16 of the Transitional Objective Checklist.
4. The students will demonstrate improvement in math skills by being able to:
   a. Solve addition and subtraction facts from 1 to 10 accurately.
   b. Show significant improvement in computing basic multiplication facts from 0 to 9. Section "a" and "b" will be measured by the Basic Fact Test (see Appendix 17-C).

c. Name the remaining members of a number family given one member. This will be measured by item 12 on the Transitional Objective Checklist.

To be eligible for Correlated Math-Science enrollment, students had to live in the Title I target area and have a desire to attend the program. Attendance was voluntary, and students as well as parents were required to sign enrollment forms. Former students of the program recommended it to their classmates, making the administrators' job of filling the classes easier. Students who had been in the Correlated Math-Science program were allowed to repeat it.

There were 135 third graders, 163 fourth graders, and five fifth graders participating in the program. Their 1970-71 grade level was used. Of the 168 girls and 135 boys, 66 percent were Negro, 26 percent were Caucasian, six percent were Spanish Mexican, two percent were American Indian, and less than one percent (one student) was Oriental.

None of the Correlated Math-Science students were enrolled in other summer school programs.

Of the 303 students enrolled, 30 did not finish the program. They did not finish because of vacations, camp, illness, family problems, or lack of interest. The positions of dropouts were not, however, filled by other students.

Attendance was considered generally good by the program teachers.

Evaluation was done on a random sampling of the Correlated Math-Science students. Thirty-six third grade pupils and 44 fourth grade pupils were drawn in this sampling.

Evaluation of the first terminal objective, that the teachers would use a questioning technique or discovery method in teaching, was done by the evaluator through casual observation of teacher behavior in the classroom. Only those classrooms in which the evaluator spent at least one-half hour were considered. As a result, eight of the 24 classrooms were evaluated. These classrooms were selected at random. In all eight of these classrooms teacher behavior conformed with the first objective. When observed, the teachers were posing questions to the children that could cause them to arrive at their own conclusions or were allowing the students to make discoveries by themselves through manipulation of the program materials. From the observations of one-third of the teachers, it was concluded that the first objective was met. But the long range effects of this objective, while impossible to include in this report, are of great importance to the program. As stated earlier, the program was to provide teachers an opportunity to experiment with new methods and materials under the more advantageous conditions of a small class load. If the program is to meet its objective concerning teacher behavior, then these methods and the materials, which are made available to teachers during the school year, will be used in their regular classrooms.

The second and third terminal behavioral objectives were evaluated by the teachers' observations of their students at work. As each child fulfilled one of the transitional objectives, which describe in more detail the behaviors required by objectives 2 and 3, the teachers marked the child's attainment of the objective on the checklist. Pretesting was not done. Rather, those students who were already familiar with the materials, having been in the program before or having used materials in their regular classroom, received the mark "Does not apply". It was assumed that these students already had met the objectives.

Although 16 transitional objectives apply to the second and third terminal objectives, the program teachers were assured that not all students would be expected to master each transitional objective. Factors which made it necessary to allow teachers a choice in selecting objectives were the varying ages and abilities of the students and the shortness of the summer program. Those objectives which the teachers did not teach were designated "Not observed". Also included under this heading were children who were absent during the unit covering that objective.

Table 17.1 shows the degree to which the students were able to meet the second terminal objective.

The greatest success was achieved in items 3 and 7 where at least 78 percent of the students gave acceptable responses. But the remaining items 4, 5, and 13 were not observed in high percentages. Still, a minimum of 61 percent of the students gave acceptable answers on these items.

The success of students in achieving the third terminal objective is shown in Table 17.2.

According to Table 17.2, the greatest success in achieving the third terminal objective was on item 1. The least percentage of acceptable answers was 44 percent. But even this percentage, when it has been adjusted to exclude those students to whom the material was not taught or those students who had had the material before, becomes 66 percent. As with the second terminal objective, those items with the lowest percentage of acceptable answers are also those items with the highest percentage of students in the last two columns.

On the second and third terminal objectives there was very little difference in the achievement levels of the third and fourth graders.

Pretesting of the fourth terminal objective was done during the first week of school. Students were given five minutes to complete answers on the Basic Fact Test, which was administered to entire classes by their teachers. Posttesting of this objective was done during the final week of school. The five-minute limit was again placed on the posttest. The same sampling was used to evaluate the fourth objective. However, the number is larger because not all teachers who returned Basic Fact Tests returned Transitional Objective Checklists.

The fourth objective required that pupils be able to accurately solve the 38 items on the addition and subtraction section of the Basic Fact Test. Only 12 of the 90 students (13 percent) in the sampling received perfect scores. However, 22 of the students (24 percent) solved from 71 to 73 of the problems accurately on the posttest and 68 percent of them improved their scores, as shown in Table 17.3.

The percentage of students who improved their scores by specific numbers of items on both the addition and multiplication sections of the test is shown in Table 17.3.

TABLE 17.1

RATING OF PUPIL SUCCESS ON THE SECOND TERMINAL OBJECTIVE

N=80

Transitional Objective Checklist Item No.	Number and Percent of Pupils: Acceptable Answer		Unacceptable Answer		Not Observed		Does Not Apply	
	#	%	#	%	#	%	#	%
3. The child is able to construct a classification of objects and to sort objects according to a property of his own choice.	65	81	5	6	6	8	4	5
4. The child is able to describe to others the characteristics he has chosen for his method of classification.	53	66	9	11	12	15	6	8
5. The child is able to infer verbally as to what property his neighbors sorted their objects.	54	68	10	13	12	15	4	5
7. With an assortment of 20 objects such as rocks, leaves, etc. the child classifies them according to:								
a. common properties	64	80	5	6	4	5	7	9
b. can identify one similarity	62	78	7	9	6	8	5	6
c. can identify one difference	64	80	6	8	4	5	6	8
13. The child is able to demonstrate with a compass and magnet that one end of the magnet attracts the needle of the compass while the other end of the magnet repels the needle.	49	61	5	6	15	19	11	14

TABLE 17.2

RATING OF PUPIL SUCCESS ON THE THIRD TERMINAL OBJECTIVE

N=80

Transitional Objective Checklist Item No.	Number and Percent of Pupils							
	Acceptable Answer		Unacceptable Answer		Not Observed		Does Not Apply	
	#	%	#	%	#	%	#	%
1. The child is able to name verbally four properties of an object according to:								
a. size	65	81	6	8	1	1	8	10
b. shape	64	80	6	8	1	1	9	11
c. color	67	84	1	1	1	1	11	14
d. texture	61	76	11	14	1	1	7	9
e. tell what sense he used to determine each	53	66	10	13	9	11	8	10
2. The child is able to sort objects according to a property given by the teacher.	63	79	6	8	5	6	6	8
6. Given a common object of one material, the child names:								
a. the object	59	74	3	4	11	14	7	9
b. the material	61	76	9	11	6	8	4	5
c. the property	64	80	2	3	7	9	7	9
8. Given a property for objects for set A, a property for set B, and 10 objects, the child is able to:								
a. place the objects in the correct set according to a given property	64	80	12	15			4	5
b. place objects in the intersecting set if it has properties of both sets	52	65	18	23	7	9	3	4

TABLE 17.2 (cont'd.)

Transitional Objective Checklist Item No.	Number and Percent of Pupils							
	Acceptable Answer		Unacceptable Answer		Not Observed		Does Not Apply	
	#	%	#	%	#	%	#	%
c. give the cardinal number of the objects in each set including the intersecting set	57	71	11	14	10	13	2	3
d. identify an empty set	38	48	15	19	26	33	1	1
9. The child is able to arrange 10 objects of different sizes such as length or width in order from:								
a. largest to smallest	63	79	4	5	7	9	6	8
b. longest to shortest	58	73	7	9	11	14	4	5
10. The child is able to fold a square piece of paper to show:								
a. how many diagonals in a square	43	54	17	21	17	21	3	4
b. how many bisecting lines or lines of symmetry in a square	35	44	18	23	21	26	6	8
c. name the shapes created by the folds	53	66	6	8	12	15	9	11
11. Given a square sheet of paper and another square the same size cut into seven simple geometric shapes such as squares, traingles, and rectangles, the child is able to fit the pieces into the first square.	65	81	5	6	5	6	5	6

TABLE 17.2 (cont'd.)

Transitional Objective Checklist Item No.	Number and Percent of Pupils							
	Acceptable Answer		Unacceptable Answer		Not Observed		Does Not Apply	
	#	%	#	%	#	%	#	%
14. With blue print paper and sunlight, food color and water, ice cube or magnet and several objects, the child is able to tell:								
a. if there is interaction	55	69	2	3	6	8	17	21
b. to give or state the evidence of interaction	50	63	6	8	8	10	16	20
15. With a battery, light bulb and copper wire, the child is able to:								
a. assemble and identify a system	64	80	4	5	2	3	10	13
b. name the objects in the system	62	78	4	5	2	3	12	15
c. give the evidence of interaction	62	78	4	5	2	3	12	15
16. Given materials for a "whirly bird" the child is able to:								
a. construct a mechanical system	52	65	7	9	14	16	7	9
b. identify a subsystem of that system	43	54	10	13	17	21	10	13
c. identify variables that may affect the outcome of an experiment using that system	47	59	11	14	15	19	7	9

APPENDIX 17

TABLE 17.3

PERCENT OF PUPILS IMPROVING IN MATH SKILLS

N=90

		Number of Points Improved			
	No Improvement	1 - 15	16 - 30	31 - 45	46 - 60
Addition	32	40	13	7	8
Multiplication	22	66	12		

On the multiplication section of the test the objective did not require perfect scores. It required only improvement, and 78 percent of the students were able to improve their scores. Eight pupils were able to solve all of the 38 multiplication problems accurately on the posttest. Another nine pupils solved from 35 to 37 accurately.

There was no significant difference between the improvement rates of the third grade pupils and fourth grade pupils. Nor did the students, who were in classrooms that contained only one grade, seem to be at an advantage.

Section "C" of objective 4 was measured by item 12 on the Transitional Objective Checklist. The objective read, "Given a number sentence such as 7 + 8 = 15, the child can list the other members of the number family, /(8 + 7 = 15), (15 - 8 = 7), (15 - 7 = 8)/." Eighty-five percent of the pupils gave acceptable answers, four percent gave unacceptable answers, five percent were rated "Not Observed", and six percent were rated "Does Not Apply".

RECOMMENDATIONS

The Correlated Math-Science program was highly successful in achieving its science-oriented goals. However, the inability of students to master the addition basic facts shows a deficiency in the program. It is therefore recommended that:

- The program be revised for the 1972 summer school.
- Materials and methods as interesting and valuable as those used to teach science concepts be developed for the teaching of math basic facts.

TRANSITIONAL OBJECTIVES
CORRELATED MATH-SCIENCE CLASSES
Summer 1971

	STUDENTS' NAMES						
1. The child is able to name verbally four properties of an object according to:							
a. size							
b. shape							
c. color							
d. texture							
e. tell what sense he used to determine each							
2. The child is able to sort objects according to a property given by the teacher.							
3. The child is able to construct a classification of objects and to sort objects according to a property of his own choice.							
4. The child is able to describe to others the characteristics he has chosen for his method of classification.							
5. The child is able to infer verbally as to what property his neighbors sorted their objects.							
6. Given a common object of one material, the child names:							
a. the object							
b. the material							
c. one property							
7. With an assortment of 20 objects such as rocks, leaves, etc., the child classifies according to:							
a. common properties							
b. can identify one similarity							
c. can identify one difference							
8. Given a property for objects for set A, a property for set B, and ten objects, the child is able to:							
a. place objects in the correct set according to a given property							
b. place objects in the intersecting set if it has properties of both sets							

TRANSITIONAL OBJECTIVES
CORRELATED MATH-SCIENCE CLASSES
Summer 1971
(Con't.)

	STUDENTS' NAMES						
8. c. give the cardinal number of the objects in each set including the intersecting set							
d. identify an empty set							
9. The child is able to arrange ten objects of different sizes such as length or width in order from:							
a. largest to smallest							
b. longest to shortest							
10. The child is able to fold a square piece of paper to show:							
a. how many diagonals in a square							
b. how many bisecting lines or lines symmetry in a.square							
c. name the shapes created by the folds							
11. Given a square sheet of paper and another square the same size cut into seven simple geometric shapes such as squares, triangles, and rectangles, the child is able to fit the pieces into the first square.							
12. Given a number sentence such as 7 + 8 = 15, the child can list the other members of the number family [(8 + 7 = 15) (15 - 8 = 7) (15 - 7 = 8)].							
13. The child is able to demonstrate with a compass and magnet that one end of the magnet attracts the needle of the compass while the other end of the magnet repels the needle.							
14. With blue print paper and sunlight, food color and water, ice cube or magnet, and several objects, the child is able to tell:							
a. if there is interaction							
b. to give or state the evidence of interaction							
15. With a battery, light bulb and copper wire, the child is able to:							
a. assemble and identify a system							
b. name the objects in the system							
c. give the evidence of interaction							

TRANSITIONAL OBJECTIVES
CORRELATED MATH-SCIENCE CLASSES
Summer 1971
(Con't.)

	STUDENTS' NAMES						
16. Given materials for a "whirly bird", the child is able to:							
a. construct a mechanical system							
b. identify a subsystem of that system							
c. identify variables that may affect the outcome of an experiment using that system							

CORRELATED MATH-SCIENCE MATERIALS

Science Curriculum Improvement Study (SCIS). Chicago: Rand McNally & Company, 1970:

Interaction and Systems (kit, teacher's guide and workbooks),

Material Objects (kit, teacher's guide and workbooks),

Subsystems and Variables (kit, teacher's guide and workbooks).

Elementary Science Study. St. Louis: Webster Division, McGraw-Hill Book Company:

Attribute Games, Problem Cards, and *Teacher's Guide for Attribute Games and Problems*, 1966;

Light and Shadows: An Illustrated Teacher's Guide for Use in Early Primary Grades, 1967;

Mirror Cards and *Teacher's Guide to Mirror Cards*, 1967;

Tangram Cards and Pieces and *Teacher's Guide for Tangrams*, 1968;

Teacher's Guide for Animal Activity: Activity Wheels, 1969;

Teacher's Guide for Butterflies, 1970;

Teacher's Guide for Changes, 1966;

Teacher's Guide for Crayfish, 1968;

Teacher's Guide for Growing Seeds, 1967;

Teacher's Guide for Pond Water, 1969.

Equipment:

Mathematical Balances. Kansas City, Missouri: Constructive Playthings.

Pupil Number Lines. Kansas City, Missouri: Constructive Playthings.

Abbott, Janet S. *Learn to Fold - Fold to Learn*. Chicago: Lyons & Carnahan, 1968.

Horne, Sylvia. *Learning About Measurement*. Chicago: Lyons & Carnahan, 1968.

Turner, Ethel M. *Teaching Aids for Mathematics*. New York: Holt, Rinehart and Winston, Inc., 1966.

17-C1

CORRELATED MATH-SCIENCE
BASIC FACT TEST

NAME____________________ AGE________ DATE __________

SCHOOL __________________ GRADE NEXT YEAR __________

NAME THE SUMS AND DIFFERENCES.

3 + 9 =	9 + 3 =	6 - 4 =	6 - 2 =
4 + 2 =	2 + 4 =	7 - 2 =	7 - 5 =
2 + 5 =	5 + 2 =	8 + 3 =	3 + 8 =
7 - 3 =	7 - 4 =	3 + 4 =	4 + 3 =
9 - 6 =	9 - 3 =	3 + 6 =	6 + 3 =
10 - 3 =	10 - 7 =	7 + 3 =	3 + 7 =
8 - 1 =	8 - 7 =	7 + 1 =	1 + 7 =
9 - 4 =	9 - 5 =	5 + 4 =	4 + 5 =
5 - 3 =	5 - 2 =	3 + 7 =	7 + 3 =

NAME THE SUMS AND DIFFERENCES.

$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +3 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +3 \\ \hline \end{array}$				

NAME THE PRODUCTS.

$$\begin{array}{r}3\\ \mathrm{X}3\\ \hline\end{array}\qquad\begin{array}{r}3\\ \mathrm{X}7\\ \hline\end{array}\qquad\begin{array}{r}4\\ \mathrm{X}5\\ \hline\end{array}\qquad\begin{array}{r}9\\ \mathrm{X}4\\ \hline\end{array}\qquad\begin{array}{r}5\\ \mathrm{X}8\\ \hline\end{array}\qquad\begin{array}{r}6\\ \mathrm{X}8\\ \hline\end{array}\qquad\begin{array}{r}7\\ \mathrm{X}9\\ \hline\end{array}$$

$$\begin{array}{r}2\\ \mathrm{X}2\\ \hline\end{array}\qquad\begin{array}{r}2\\ \mathrm{X}6\\ \hline\end{array}\qquad\begin{array}{r}3\\ \mathrm{X}4\\ \hline\end{array}\qquad\begin{array}{r}9\\ \mathrm{X}3\\ \hline\end{array}\qquad\begin{array}{r}8\\ \mathrm{X}4\\ \hline\end{array}\qquad\begin{array}{r}5\\ \mathrm{X}9\\ \hline\end{array}\qquad\begin{array}{r}7\\ \mathrm{X}7\\ \hline\end{array}$$

$$\begin{array}{r}9\\ \mathrm{X}9\\ \hline\end{array}\qquad\begin{array}{r}2\\ \mathrm{X}7\\ \hline\end{array}\qquad\begin{array}{r}6\\ \mathrm{X}3\\ \hline\end{array}\qquad\begin{array}{r}4\\ \mathrm{X}7\\ \hline\end{array}\qquad\begin{array}{r}6\\ \mathrm{X}6\\ \hline\end{array}\qquad\begin{array}{r}8\\ \mathrm{X}8\\ \hline\end{array}\qquad\begin{array}{r}3\\ \mathrm{X}8\\ \hline\end{array}$$

$$\begin{array}{r}2\\ \mathrm{X}5\\ \hline\end{array}\qquad\begin{array}{r}5\\ \mathrm{X}7\\ \hline\end{array}\qquad\begin{array}{r}4\\ \mathrm{X}4\\ \hline\end{array}\qquad\begin{array}{r}8\\ \mathrm{X}9\\ \hline\end{array}\qquad\begin{array}{r}1\\ \mathrm{X}1\\ \hline\end{array}\qquad\begin{array}{r}2\\ \mathrm{X}9\\ \hline\end{array}\qquad\begin{array}{r}5\\ \mathrm{X}5\\ \hline\end{array}$$

$$\begin{array}{r}7\\ \mathrm{X}8\\ \hline\end{array}\qquad\begin{array}{r}2\\ \mathrm{X}8\\ \hline\end{array}\qquad\begin{array}{r}6\\ \mathrm{X}7\\ \hline\end{array}\qquad\begin{array}{r}5\\ \mathrm{X}6\\ \hline\end{array}\qquad\begin{array}{r}2\\ \mathrm{X}3\\ \hline\end{array}\qquad\begin{array}{r}2\\ \mathrm{X}4\\ \hline\end{array}\qquad\begin{array}{r}3\\ \mathrm{X}5\\ \hline\end{array}$$

$$\begin{array}{r}8\\ \mathrm{X}0\\ \hline\end{array}\qquad\begin{array}{r}4\\ \mathrm{X}6\\ \hline\end{array}\qquad\begin{array}{r}6\\ \mathrm{X}9\\ \hline\end{array}$$

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION
SUMMER 1971

CORRELATED MATH-SCIENCE COORDINATOR QUESTIONNAIRE

Mrs. Molloy

1. What were your duties as coordinator?

2. What were the strengths of Correlated Math-Science?

3. What were the weaknesses of Correlated Math-Science?

4. Were there innovative or exemplary procedures developed by your staff that should be shared with others, not only in Wichita, but also nation-wide? Please specify.

5. What are your suggestions for improving the program in future years?

6. What are your suggestions for improving the effectiveness of evaluation?

17-E1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

TEACHER QUESTIONNAIRE
CORRELATED MATH-SCIENCE

Please return to Peggy Janda, Research and Evaluation Services Division, Curriculum Building by Friday, July 16.

Name ______________________________ School (summer) ____________________

Number of pupils ____________________

1. What were the most important aspects of the workshop?

____

____

____

____

____

____

2. Was the workshop of value to you? Why or why not?

____

____

____

____

____

3. Was the inservice meeting of value to you? Why or why not?

____

____

____

____

____

4. Which materials did you find **most** helpful in achieving the program's objectives? ______

5. Did you develop any methods or materials you found effective for achieving program goals? Please list.

______

6. In a typical day or week schedule, briefly describe the main activities used to fulfill the objectives.

______

7. Did parents show interest in or participate in the program? In what ways?

8. How often did you visit with parents?

at their home ______________________

at school ______________________

by telephone or note ______________

9. Were there any particular problems with parents?

10. What are your suggestions for improvement of the program?

11. How much more advantageous was the lab-type and small group approach of Correlated Math-Science than normal classroom procedure?

Much ____________________ Moderate ________________ Little _________

12. What are your suggestions for a more effective evaluation?

____

____

____

____

____

13. Did you have an aide? Was this aide a volunteer _______________

NYC worker _______________

Other _______________

Girl _______________ Boy _______________

14. What were the aide's duties?

____

____

____

____

____

15 How much help was your aide?

_______________ A Great Deal _______________ Some _______________Little

WICHITA PUBLIC SCHOOLS
Unified District 259
Dr. Alvin E. Morris, Superintendent

OPERATION GREEN THUMB

Funded by ESEA PL 89-10
Title I
Project #71091

Prepared by
Peggy Janda, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August 1971

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

The Title I project in Wichita was designed to focus on the needs of culturally and educationally disadvantaged children in school attendance areas with high concentrations of low income families.

Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

Prior to the beginning of summer school, 1968, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session. A project application for funding of the summer school was filed and subsequently approved.

Operation Green Thumb was begun in Wichita in the summer of 1970. The program was devised by the Supervisor of Trade and Industry Education for the Wichita Area Vocational-Technical School. In its first year, it included only elementary students. An expansion of the program to include secondary students was planned at that time. The secondary program would serve as a means to maintain interests in the horticulture field, begun at the elementary level, and to channel interested students into the Area Vocational-Technical School's horticulture program. A new field of employment would then be open to minority youths. The program was opened to secondary students this year.

18.00

OPERATION GREEN THUMB

SUMMARY

The students involved in Operation Green Thumb were to develop good work habits and pride in workmanship, to learn the rudiments of gardening, and to realize economic gain for their families. Thirty-six elementary and junior high students participated in the program.

Classes were not held. Rather, gardening skills were demonstrated for the students by the garden aides. The students then practiced these skills.

On the basis of the locally devised Green Thumb Evaluation Checklist and Record Sheet, the program was successful in meeting its objectives.

It has been recommended that the program be expanded to other areas of the city during the 1972 summer session.

The project staff met, throughout the program, in informal meetings taking place at the garden site.

The program provided each child with a prepared garden plot, seeds, plants, insecticides, and tools.

As a student signed up for Operation Green Thumb, his responsibilities toward his garden were explained to him by the coordinator. Each child was expected to plan, layout, and plant his garden, to cultivate it, and control weeds and insects according to a schedule determined by the coordinator. He was also required to harvest his garden and keep a record of his harvest.

Instruction in planting and caring for the garden was done by the senior garden aides and adult junior garden aide. Their method was to demonstrate the procedure on one row of a student's garden and then watch as the child continued.

Students were required to work on their gardens three times a week. Each had a specified time to attend. Twelve students were enrolled in other summer school classes. Time schedules were arranged so that work in the garden would not conflict with these classes. The senior garden aides and adult junior garden aide worked Monday through Saturday on shifts from 8:00 a.m. to 12:00 p.m., 9:00 a.m. to 1:00 p.m., and 5:00 p.m. to 9:00 p.m.

The primary motivating force of the program was hoped to be the produce itself. Nevertheless six cash awards for the cleanest gardens and four attendance awards were given at a special meeting of all the students.

The following article appeared in The Wichita Beacon, Thursday, July 22, 1971. The title read, "Garden Flourishes Under Small Green Thumbs."

In the center of nine acres of donated land at Ninth and Minnesota stands a large old shade tree with a tin water can hanging from its branches and wooden crates beneath to rest the 44 weary gardeners who work the land each day.

A green bean gardener explains her work: "I plant 'em and pick 'em, then I snaps 'em, my mother cooks 'em — I don't know how — and I eat 'em." Her explanation is interrupted briefly as she warns, "Hey, don't step on my beans, man."

LISA BLACK, a 4th grader, is one of 44 third through ninth graders who walk or ride bicycles as many as 15 blocks each day to work a garden.

They are involved in a project dubbed "Green thumb," financed under Title I of the 1965 Elementary and Secondary Education Act to aid disadvantaged school children.

And, according to program supervisors, the project does just that. Mrs. Hazel Parks, coordinator of the program said, "These kids learn how to grow food they buy in stores and they learn to grow food they have never had on their tables at home. They learn about nutriton and food preservation, about hard work, responsibility and helping others."

BOB GHOLAR, a sixth grader at Peterson, tells about his first day. "I came out here and raked and hoed. Then I came back the next day and planted a row of beans. The next day I raked and hoed — there's a lot of weeds growing in gardens, you know.

"Then I planted a row of beets, then I raked and hoed. That's kind of how it goes with a garden," he said.

Each youngster is responsible for his own gardening tasks, and may help others if they agree. Gregory McHenry, a fourth grader, tells about which vegetables he chose to plant in his garden.

"I planted all the ones I like . . . I like peas. Except okra — I planted it but I don't like it."

EIGHTH GRADER Rilinda Harris grows a little bit of everything on her standard 25'x25' plot. She, like the other youngsters, is proud of her produce which includes leaf lettuce, green beans, okra, tomatoes, radishes, mustard and turnip greens, onions, peas, cabbage and peppers.

Rilinda looks toward a barren row containing a single withered plant, admitting, "My carrots and beets didn't do too well."

Mrs. Parks boasts hard-working spirits by explaining no one had any luck this year with carrots or beets. She believes the gardeners got a late start — in May — and hopes she can get the project started earlier next spring.

LAST YEAR'S program boasted 32 green thumbers, 12 less than this summer. Ten of them returned this year, with several others leaving town or going on to high school, which makes them ineligible for the project.

John Williams, a 7-year-old second-year gardner, is one of the youngest and smallest in the program. He rides his bicycle over 10 blocks each day to garden.

Dubbed "Cutworm" by his gardening colleagues, John matter-of-factly explains his interest despite the hot weather and long distance: "I just like to see my garden grow."

PROGRAM DESCRIPTION

Scope

The purpose of the Green Thumb program was to provide students in a minority community a free learning experience in which they could develop a sense of responsibility and provide nutritious foods for their families. Thirty-six students who had just finished grades 3 through 8 participated. All were residents of Title I target areas. They planted radishes, lettuce, beets, carrots, okra, tomatoes, beans, peas, onions, mustard and turnip greens, peppers, and cabbage.

Personnel

The staff of Operation Green Thumb included a coordinator, a supervising instructor, two senior garden aides, and an adult junior garden aide. The Neighborhood Youth Corp (N.Y.C.) provided four junior garden aides, three boys and one girl. Both coordinator and supervising instructor had had experience with the program.

The coordinator's duties included: informing the community, principals, students, and parents, about the program; doing the preliminary work necessary to initiate the program; and supervising program activities. The coordinator was under contract to work 200 hours.

The supervising instructor was the horticulture instructor for the Wichita Area Vocational-Technical Center. He selected the kinds of vegetables to be grown, purchased seeds, and suggested insecticides. His contract specified 20 hours of work.

The two senior garden aides were graduates of the Vo-Tech horticulture class. One was white, the other black. Their contracts allowed them 280 hours of work. The adult junior garden aide, a black woman, was employed for 250 hours. The duties of these three aides were similar. They instructed the children in the proper care of their gardens. And they were responsible for maintaining those gardens that were neglected. Once N.Y.C. youth were assigned to the garden, a month after the project began, this latter responsibility was delegated to the N.Y.C. junior garden aides. Each N.Y.C. aide worked 23 hours a week. They were also responsible for weeding the periphery of the garden and for maintaining the equipment.

Procedures

Because of the necessity of planting the gardens in the spring, the Green Thumb program was begun on May 20 before other summer school classes. Students planted their gardens after regular school hours. Late harvesting took the program one month beyond the final day of summer school and beyond the evaluation deadline. As a result, the period from May 20 to August 6 is included in this evaluation.

Program activities were located at only one center, Ingalls School, a Title I target area school. Use of a plot of land, owned by a local business firm, was donated to the program. The land was plowed by a member of the black community and then divided into fifty-two 25' X 25' gardens separated by walkways. A well, drilled for the 1970 program, was used to irrigate the land. A gasoline pump was rented. Tools were kept in a large wooden box on the garden site.

Forty-three students were enrolled in the program but seven students did not finish. They left because of moving, vacations, or loss of interest. Although the seven students who withdrew from the program were replaced, only the thirty-six who participated throughout the program are included in the evaluation data or in the demographic data, which follows in Table 18.1.

TABLE 18.1

GRADE LEVELS OF GREEN THUMB STUDENTS

N=36

Grade Level	3	4	5	6	7	8
Boys	2	3	2	2	1	1
Girls	2	9	6	5	2	1

All the students were black and all but one attended the public schools.

Strict accounting of attendance was not done. However, the coordinator and aides were able to tell which students were not attending regularly. An effort was then made to recapture the interests of these students. The coordinator did consider attendance to be good.

Achievement of the objectives was measured by responses of the coordinator and garden aides on the Green Thumb Evaluation Checklist and on the Green Thumb Record Sheet. (See Appendix 18B for forms.)

Items on the "Attitude Survey," page 2 of the Evaluation Checklist, were used to evaluate Objective 1. The development of good work habits was measured by responses to the section, "Attitude toward working in garden." The development of pride in workmanship was measured by responses to the section, "Attitude toward own garden." The second objective was measured by responses to the items under "Description of Knowledge" and "Description of Performance." The Green Thumb Report Sheet was used to evaluate Objective 3. The "estimated value" of each vegetable represents a measure of the economic gain realized by the student's family. Each student gardener was responsible for keeping his own Report Sheet. The students kept a record of their harvest in pounds or bunches and then estimated the value of the produce by comparing it with produce in grocery stores. It was important that the students keep these records themselves so that they could visualize their contribution to their families.

Table 18.2 indicates the attitudes of the Green Thumb students in regard to their gardens and to work in their gardens.

Parents were required to read and sign a letter delineating what the project would provide and what would be expected of their child. (See Appendix 18A). Throughout the program parents were welcome at the garden and encouraged to work alongside their child. A special garden area was planted from which the mothers could harvest so that the children would have the pleasure of harvesting their gardens by themselves. A problem arose with the parents after the Neighborhood Youth Corp aides began working. A number of parents resented the fact that these aides were being paid to work in the garden while their children were not being paid.

A Post Kindergarten summer school class toured the garden. The children were able to see, feel, and taste vegetables they had studied in class.

Budget

Operation Green Thumb was funded through Title I of the ESEA. The total amount budgeted for the summer program was $4,357.00. Of this amount $3,500.00 was budgeted for personnel; $400.00 for garden supplies; $100.00 for plowing; $75.00 for insurance; $100.00 for miscellaneous expenses; and $275.00 for Social Security. Since use of the land was donated, land rental did not have to be budgeted. Some tools used during Green Thumb's first year were re-used. And in future years, those garden tools that are in good condition could be used again. All other expenses would have to be refunded.

Per pupil cost, the ratio of the amount budgeted over the number of participants was $121.03.

EVALUATION

The objectives of Operation Green Thumb were as follows:

(1) The students will develop good work habits and pride in workmanship. The objective will be measured by teachers' evaluation of students' attitudes toward their gardens and toward working in their gardens.

(2) The students will demonstrate their knowledge of garden methods by being able to:
   (a) use hand garden tools
   (b) care for garden tools
   (c) plan the arrangement of their garden plots
   (d) cultivate their gardens
   (e) water their gardens
   (f) control weeds in their gardens
   (g) harvest their gardens
   (h) prepare harvested products

   as measured by their teachers' evaluation.

(3) The students will realize economic gain from the garden for their families as measured by the estimated value of the produce.

All objectives are evaluated in this report.

All eligible students who were interested in Operation Green Thumb were able to participate. To be eligible for enrollment, students had to be fourth, fifth, or sixth graders who lived in Title I target areas. No academic credit was given and attendance was voluntary. Since a goal of the program has been to maintain student interest in gardening that might lead students to the Vocational-Technical Center Horticulture Class, students who had been in the 1970 program were allowed to repeat. Ten of the students had been in the program during its first year.

At least 86 percent of the students had average, above average, or superior knowledge of gardening. Seventy-two percent demonstrated at least average ability in maintaining their gardens.

Section "h" of the second objective cannot be evaluated. Because the program began too late in the spring, time did not allow for the teaching of canning and freezing methods.

In determining the amount of economic gain the participants were able to contribute to their families, both the records of already harvested produce and produce not yet mature were considered. The coordinator calculated that the average amount gained by each family was $85.00.

RECOMMENDATIONS

The long range goal of Operation Green Thumb, to interest students in pursuing the Wichita Area Vocational-Technical horticulture program, cannot be evaluated. But the immediate goals of the program were met. It is recommended that:

- The program be repeated during the 1972 summer session.
- The program be expanded to other Title I areas in order to benefit all races.
- The program begin, as had been proposed for the 1971 session, in early April.

TABLE 18.2

SURVEY OF PUPIL ATTITUDES - GREEN THUMB PROJECT

N=36

Attitude Survey	Number of Students Good	Fair	Poor
Attitude toward own garden	29	3	4
Attitude toward working in garden	29	3	4

At least 81 percent of the students had good attitudes toward their gardens and toward work in their gardens. Since the program was not completed by the report deadline, an evaluation of attitudes at the end of the program could not be made.

Table 18.3 indicates student success in meeting the second objective.

TABLE 18.3

RATING OF GARDENING KNOWLEDGE AND PERFORMANCE

N=36

Description of knowledge	Superior	Above Average	Average	Below Average	Inferior
1. Knows how to use hand garden tools.	2	4	27	3	
2. Knows how to care for the garden tools.			36		
3. Knows methods of weed control.		No Response			
4. Knows methods of watering garden.	2	4	30		
5. Knows method of cultivating garden.	2	4	25	5	
6. Knows proper methods for harvesting garden.	1	1	29	5	
Description of performance:					
1. Planned the arrangement within the garden plot.		No Response			
2. Maintained the garden plot.	6	5	15	10	

APPENDIX 18

18-A1

WICHITA PUBLIC SCHOOLS
Wichita, Kansas

Green Thumb Project
(Title I)

Summer 1971 - (April 1 to July 31)

Student's Name______________________________Date of Birth________________Grade ______

Address____
Street State Zip

Name of School Now Attending____

Address of School____

TO THE PARENTS:

The summer garden program known as the Green Thumb Project will operate during the summer from April 1 to July 31, 1971. A group of 50 students of 4th, 5th and 6th grade levels will plant, and each student will care for a garden plot approximately 25 feet by 25 feet, located near 901 North Minnesota. The total garden area will be approximately 150 feet by 200 feet. It is possible for some students to participate in the project by having home gardens, if the project policies are followed.

The project will provide:

1. A prepared garden plot of approximately 25 feet by 25 feet.
2. Seeds, plants, fertilizer, insecticides, and water.
3. An administrator and/or a coordinator for the program.
4. At least one senior garden aide.
5. One or more junior garden aides.
6. An expert for advice on planting and caring for the garden.
7. A few garden tools (garden hoes and garden rakes, etc.).

The students should seek advice from their parents, but should not expect the parents to do their work.

Students will be expected to:

1. Plan and layout the garden plot.
2. Plant the garden.
3. Care for the garden which includes cultivation, weed control and pest control.
4. Care for the garden as per schedule set by the coordinator.
5. Harvest their garden produce for home use at the proper time.
6. Keep records on a form provided by the coordinator of the project.
7. Attend related instruction meetings.

Signature_________________________
Director

Student_________________________

Parent_________________________

Coordinator_________________________

18-B1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION
Summer 1971

PROJECT GREEN THUMB

EVALUATION CHECKLIST

Name ______________________________

	Extent of knowledge				
Description of knowledge	Superior	Above Average	Average	Below Average	Inferior
1. Knows how to use hand garden tools.					
2. Knows how to care for the garden tools.					
3. Knows methods of weed control.					
4. Knows methods of watering garden.					
5. Knows methods of cultivating garden.					
6. Knows proper methods for harvesting garden.					
7. Knows proper methods for preparation of harvested products.					

	Degree of performance				
Description of performance	Superior	Above Average	Average	Below Average	Inferior
1. Planned the arrangement within the garden plot.					
2. Maintained the garden plot.					
3. Harvested the garden products.					
4. Prepared the produce for home use.					

Attitude Survey	Beginning of Program			End of Program		
	Good	Fair	Poor	Good	Fair	Poor
Attitude toward own garden						
Attitude toward working in garden						

18-B3

GREEN THUMB

Summer 1971

Record Sheet

Name of Student ________________________

School Attended (1970-1971) ________________

Garden Plot Number ______________________

Vegetable Name	Planting Date	Harvesting Dates	No. Picked (Bunches, each)	Estimated Value
1. Radishes				
2. Lettuce				
3. Beets				
4. Carrots				
5. Okra				
6. Tomatoes				
7. Turnips				
8. Others				

18-C1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION
Summer 1971

OPERATION GREEN THUMB
COORDINATOR QUESTIONNAIRE

1. What were your duties as coordinator?

____

____

____

____

2. What were duties as home liaison worker?

____

____

____

____

3. What were the major advantages of the program?

____

____

____

____

4. What were the major problems encountered?

____

____

____

5. What changes should be made in the program if offered again next summer?

____

____

____

____

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
YOUTH TUTORING YOUTH
PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
Peggy Janda, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1971

19.00

YOUTH TUTORING YOUTH PROGRAM, SUMMER 1971

SUMMARY

Youth Tutoring Youth paired secondary and elementary students in a one-to-one tutoring relationship. In doing so its purpose was to improve the language skills of both groups, to bolster their self-images, and to increase the older participants' sense of responsibility. Forty-six high school students were employed by the Neighborhood Youth Corp to tutor 163 elementary students. The tutees were residents of Title I target areas.

The objectives of the program were evaluated using the McGrath Test of Reading Skills and the locally-devised Associate Teacher Checklist. It was concluded that the objectives were met.

It has been recommended that the program be repeated during the 1972 summer session and that it begin operation during the school year. It was also recommended that tutors be more carefully screened, that enough tutees be enrolled at the beginning of the program, and that parents be made more aware of the program goals.

19.01

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aidcraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

The Title I project in Wichita was designed to focus on the needs of culturally and educationally disadvantaged children in school attendance areas with high concentrations of low income families.

The most critical needs in the Title I areas related to the ability to read, comprehend, and communicate. Consequently the project's principal effort has been exerted on the needs of educationally deprived children in the area of reading.

Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

Prior to the beginning of summer school, 1968, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session. A project application for funding of the summer school was filed and subsequently approved.

Summer projects have been developed to provide programs which will keep children involved in school activities. Smaller classes with a more informal environment than would be possible in the regular school year are provided.

Youth Tutoring Youth (YTY) was begun in Wichita to counter the high drop-out rate of 16-year-olds and to provide summer employment for Neighborhood Youth Corp (NYC) youth. The program employs only 14 and 15-year-old tutors. It was hoped that a growth in self-confidence and sense of responsibility through work in the program would keep them in school. Their need for summer employment was met by the program since the tutors were paid, through NYC funds, for their tutoring.

Wichita's YTY program began in the summer of 1970. The program was late in being funded and as a result, formal evaluation of the program was not made. The program was considered a success by its administrators and tutors even though it suffered from problems of disorganization due to its late inception.

The National Commission on Resources for Youth, Inc. (NCRY), a private non-profit organization, initiated pilot Youth Tutoring Youth projects in 1967. So successful were the pilot programs that YTY became the priority project of the NCYR. In 1967, the program was linked to the Neighborhood Youth Corp. The Department of Labor's Office of Educational Career Opportunities Programs funds the payment of tutors' wages. In partially funding the program, the Department of Labor's purpose is to upgrade NYC positions by employing students in jobs that demand a greater exercising of responsibility.

PROGRAM DESCRIPTION

Scope

Youth Tutoring Youth was designed to improve the language skills and bolster the self-images of elementary and secondary school students. This was to be accomplished by placing secondary and elementary students in a tutor/tutee relationship to work primarily on language skills.

There were 46 tutors, aged 14 to 16, and 163 tutees, aged five to 16. All tutors were eligible for NYC employment. All tutees were residents of Title I target areas.

Personnel

Eleven staff members supervised the teaching done by the NYC tutors. There was one coordinator, a reading consultant for the public schools who had attended a national YTY workshop. Working more closely with the program were two supervising teachers, both certified reading teachers, and eight associate teachers. Two of the associate teachers had degrees but had not yet held teaching positions. One of the associate teachers was doing master's work in sociology and had been teaching on the college level. The remaining five associate teachers were college students.

Both supervising teachers were women. One was black; one was white. Of the associate teachers, six were women, two were men, and all were under 30. Four were black and four were white.

The program coordinator was hired for 45 days, four hours a day. The duties of the coordinator were to:

1. Establish program goals,
2. Administer the program in coordination with the NYC staff,
3. Recruit supervising and associate teachers,
4. Select and order materials,
5. Plan and conduct 40 hours of pre-service and inservice training for supervising and associate teachers and tutors,
6. Keep payroll records for supervising and associate teachers.

The supervising teachers visited their four centers daily. Both acted as consultants to the associate teachers and distributed supplies to them.

The associate teachers were employed for 40 days, four hours a day. Duties of the associate teachers included:

1. Directing the tutors, giving them suggestions when necessary, and helping with lesson plans;
2. Encouraging the tutors to participate fully in the program and to work constructively both when they had tutees and when tutees were absent;
3. Keeping attendance records and calling parents when tutor or tutee was absent;
4. Planning and conducting group activities such as field trips.

The coordinator believed that the greatest problem in staff recruitment was the low pay rate coupled with the small number of hours that could be worked.

A counselor and social worker, required in all Neighborhood Youth Corp programs, were provided by NYC. Their main duties were investigating attendance problems and figuring payroll. During the first weeks of the program the social worker worked to fill tutee vacancies.

Procedures

The entire Youth Tutoring Youth program, which lasted from June 7 to July 23, is being reported.

The YTY centers were located at several Title I area elementary schools and at the Community Education Center. The location of one center was changed ten days into the program because enough tutees could not be found. Each associate teacher was assigned one or two regular classrooms in his building. One center met in the school library.

During the first week of the program, June 7 to June 11, inservice training of supervising teachers, associate teachers and tutors took place. Supervising and associate teachers met with the coordinator during two half-day sessions. The teachers were given their materials and shown the film, "Youth Tutors Youth". The coordinator made available books that would be helpful to the teachers (see Appendix 19-A for list). The teachers then made plans for the training of the tutors.

Tutor training took place during two full-day sessions at the Community Education Center and then at a half-day session in the YTY centers. The first task of the associate teacher was to establish rapport with his tutors. Those associate teachers who took more time in getting to know their tutors found the remainder of the orientation sessions much easier. Name games were played. Word games to be played with tutees were studied and practiced. Collages, from which story ideas could be taken, were created. Self-portraits to ascertain the tutors' image of themselves were drawn and role-playing, to introduce the kinds of problems the tutors might expect with their tutees, was done.

During these activities, individual pretesting of the tutors' reading levels, a task requiring about 15 minutes, was done. Although it had been suggested that the teachers explain to the tutors that their being tested was necessary so that they could administer the test to the tutees, some tutors resented being tested.

The final day of preservice training was spent at the centers. The associate teachers and the tutors familiarized themselves with the building and organized their materials.

Three suggestions were made by the teachers to improve the preservice training in future years. It was agreed that individual groups be isolated so that tutees would not be distracted. The eight hour training days were considered too long. It was suggested that the training be much more tightly planned.

Three inservice meetings were held.

The first inservice meeting was held at the end of the second week of the program. The four-hour afternoon meeting was held after the regular work day and all participants were paid their hourly wage. During the meeting each associate teacher met with his staff of tutors to plan a group report on their programs.

A space survival game, a method of group dynamics, was played by all participants.

Among the problems discussed throughout the day was the poor planning being done by some tutors. Daily lesson planning was not thorough enough. Neither did some realize the importance of daily evaluation of tutees' work on the Daily Lesson Plan (see Appendix 19-B). Another problem was that some tutors, in centers where there were not enough tutees or when a tutee was absent, would waste paid work time rather than prepare themselves for other tutees. Centers with tutees of pre-primer levels had difficulty in devising activities for the non-readers. Because of the importance of getting the tutee to use his language, a frequently-used learning device was to have the tutee write stories. But, some associate teachers noticed, tutees grew tired of this activity. It was suggested by the coordinator that the tutee tell a story to his tutor. The tutor would then type this for the child so that he could see his story in print.

The coordinator noticed a marked change in the tutors' attitudes during the first inservice meeting. She felt that the group she spoke with during preservice training had been indifferent and irresponsive. The same group, after two weeks as tutors, she thought, was more interested and courteous.

A second inservice meeting was held at the end of the fourth week of tutoring. The tutors worked for an hour and a half on books which they entitled, "All About Me." The purpose of these books was to give the program coordinator and the NYC staff an idea of the qualities that make the best tutors.

During the second session, how to improve lesson plans, a problem brought out in the first inservice meeting, was discussed as was the planning of field trips. Scrapbooks from the centers, filled with snapshots of center activities and with tutees' work, were passed around the room. These scrapbooks are available in the Library Media Center, Room 102, Community Education Center.

The final inservice meeting was devoted to the staff's, including tutors, evaluation of the program.

The tutors began their work day at 8:00 a.m. and worked until noon. Each tutor worked with one elementary school child an hour. At a center, six tutors were supervised by an associate teachers. There were two supervising teachers in the program, each of whom was responsible for the work of four associate teachers.

Tutors and tutees were placed in a one-to-one relationship. The purpose of this design was to give the tutors a feeling of being looked up to and to give the tutees the experience of having someone interested in only them. The outcome of this relationship was to be an improved self-image for both tutor and tutee. The importance of the tutor-tutee relationship in improving the tutees' self-image is illustrated by the policy of one center. At that center only 30 minutes of actual tutoring was planned. During the remaining half hour, the tutee was allowed to choose the activities.

The one-to-one tutoring relationship also forced a great deal of responsibility on the tutor. All the responsibilities of a teacher became his. He was required to plan the activities of each day and evaluate his tutee's daily progress.

Materials he could use to improve his tutee's reading ability were available to him. A list of program materials can be found in Appendix 19-C. Many of these materials gave his tutees practice in basic sight words. Each center was provided with high interest, low level vocabulary books for both the elementary and secondary students. These books were given to the tutors and tutees at the end of the program. In addition, the libraries in the buildings were available for the tutors' use. According to the associate teachers, the materials most helpful in improving the tutees' reading skills were: Riddle Riddle Rhyme Time, Pairs, Opposites, the Linguistic Blocks, the Reading Helper series, and the book, Let's Read.

Numerous materials were developed by tutors. These included word baseball and word bingo games, password, crossword puzzles, flash clard, word wheels, and ABC games.

The tutors were able to make many experiences pertinent to the achieving of the language skills objective. Walks, art work, and field trips became the basis for story writing. The stories the children read in library books also were reproduced in the child's own words. Associate teachers considered audio-visual aids to be highly effective. Words projected on the overhead, stories written legible on the typewriter or dictated on the tape recorder, and various phonograph records all contributed to the improvement of language skills. The building principal of each YTY Center supplied these audio-visual aids. Art supplies were provided by the program.

A tutor and his tutee did not always work by themselves. From time to time tutors planned activities for the entire group at the center. Field trips, films, and the center scrapbooks are examples.

Wages were the tutors' motivation and their reward for responsible behavior. Tutors were paid $1.65 an hour for their tutoring. But to gain full wages, tutors had to have attended each day, arrived on time, and used that time, when they did not have a tutee, in a manner constructive to the program.

Motivation of the tutees was primarily the responsibility of tutors. In some centers, however, the tutors worked together on this. For instance, at one center competition was held to see how quickly tutees could master the Dolch Basic Sight Word lists.

Certificates of achievement were given to those tutors and tutees who successfully finished the program (see Appendix 19-D). Regular attendance and honest effort were the requirements for this certificate. On the award the total number of days the tutor or tutee attended was recorded. At one center these certificates were awarded at a "graduation" ceremony to which parents were invited.

There was very little parent involvement in the program. The majority of parents were not interested, others did not understand its purpose, and a few degraded the work of their children, causing the program to be less effective.

The following articles concerning Youth Tutoring Youth appeared in the Wichita papers. The first appeared in May in the Wichita Beacon.

Youths Will Teach Children

58 Young Tutors Needed This Summer

Wanted: 58 teachers.
Adults need not apply.

That may seem like a contradiction in terms, but to the coordinators the Youth Tutoring Youth program, it's a perfectly routine appeal.

SPONSORED BY the Neighborhood Youth Corps (NYC) and the public schools, the program employs the talents of 14-and 15-year-olds to teach reading to elementary school children.

The teen-agers are paid $1.60 per hour — through the federally funded Neighborhood Youth Corps — for the 160-hour program.

This is the second year for the program, which provides teen-agers the unique opportunity to help themselves while helping others.

PUBLIC SCHOOL counselors, principals and teachers select the first, second and third grade youngsters who need help with reading.

They are assigned to a center, one of eight schools where the program will be conducted. In addition to the Community Education Center, 1847 N. Chautauqua, centers include Buckner, Brookside, Ingalls, L'Ouverture, Mueller, Waco and Washington Elementary Schools.

The Youth Tutoring Youth centers will be supervised by a certified reading teacher and an associate teacher. Tutors will work forty-five minutes, on an individual basis, with the youngsters from 8 a.m. until noon. The seven week program begins June 7.

STUDENTS WHO are 14 or 15 years old, interested in tutoring an elementary pupil in reading, and who qualify financially for Neighborhood Youth Corps, should apply to their school counselors or the NYC office at the Community Education Center.

Parents of primary children, interested in having their youngsters participate in the program, should apply to their school principal.

The June 18 issue of the Wichita Eagle ran this article on the YTY program.

Young Wanderers Caught, Enrolled in Special Class

Two energetic fourth graders didn't know what they were getting in to when they wandered through the hallways of the Community Education Center at 1847 N. Chautauqua.

They tried the water fountains, then raced up and down the hallways.

MINUTES LATER, to their surprise, they were "enrolled" in a class they didn't know existed.

The "drop-in" customers wound up in a special two - month tutorial reading program, which uses junior high age students to help fourth graders fathom the mysteries of school.

Reading center officials and Dr. A. W. Dirks, director of the center in the old Mathewson Junior High building, say the program may have as much impact on the junior high age youths who discovered they can become tutors as it has on their nine - year - old charges.

The program continues for about two months, and the staff is looking for more students — even by the water fountain or jogging down the hallway.

A great advantage of Wichita's YTY program was its having been coordinated by the office of the Director of Reading for the public schools. As a result, the facilities, resources, and expertise of the Special Reading Services were available to the program.

Budget

The six-week Youth Tutoring Youth program was funded through Title I ESEA funds. Salaries of the coordinator, supervising teachers and associate teachers were paid with these funds, as was the cost of supplies. Tutors' wages were paid by the Neighborhood Youth Corp.

The total amount budgeted was $7,072.00. Of this amount, $5,877.00 was budgeted for teachers' salaries, $289.00 for travel by the coordinator to a national YTY convention and for school-to-school travel by supervising teachers, and $306.00 for Social Security.

It was decided that for each of the 200 tutees $3.00 would be budgeted for supplies. Of the supplies, games could be used again if the program is refunded. Workbooks and consumed art supplies would have to be replaced. Testing costs and cost of paperback books, which were given to the tutors and tutees at the end of the program, would have to be repeated.

Per pupil cost of the program was $33.84. This amount was determined by the ratio of the total amount budgeted over the number of tutors and tutees. This amount does not take into consideration the cost of facilities, building maintenance, or building-provided equipment.

EVALUATION

The specific objectives of Youth Tutoring Youth were:

1. The tutors and tutees will gain a better and more satisfying facility for reading, listening, writing, and speaking. The reading aspect of this objective will be measured by the McGrath Test of Reading Skills. Other aspects will be measured by the Associate Teacher Checklist (see Appendix 19-E).
2. The tutor and tutee will develop a more positive self-image, as measured by the Associate Teacher Checklist.
3. The tutee and especially the tutor will be better able to handle responsibility, as measured by the Associate Teacher Checklist.

All of the objectives have been evaluated in the report.

Tutors were to be chosen for the program by their school counselors and by NYC counselors. The high school counselors were told to look for low achievers who might be helped by being put in a position of responsibility and respect. It was expected, however, that they have a reading level of at least fifth grade. Office of Economic Opportunity guidelines were then followed to determine which of the applicants were eligible for NYC employment.

To be tutored, children had to reside in the Title I target areas. Recruiting of the children was to be done by school principals and counselors in a manner similar to filling other summer school classes. Due to a failure to emphasize the program and due perhaps to the multiplicity of summer school programs, only three YTY centers were filled with tutees after the first week of school.

The NYC social worker and those tutors without tutees visited homes in an effort to enroll tutees. Reading teachers released some of their students from summer school reading classes. Eventually, all the centers were filled.

Forty-six students aged 14 and 15 were employed as tutors. Table 19.1 gives their sex and grade level during the 1970-71 school year.

TABLE 19.1

GRADE DISTRIBUTION OF YTY TUTORS

N=46

Grade Level	7	8	9	10	11	Total
Male	1	7	6	4	2	20
Female		5	17	2	2	26

Seventy-six percent of the tutors were Negro, 13 percent were Caucasian, and 11 percent were Spanish Mexican.

Five tutors did not finish the program. One was dismissed because of poor attendance. One moved to another city. One became ill, and two left without explanation. The tutors who left were not replaced.

There were 94 boys and 69 girls enrolled as tutees. Their ages ranged from five to 16. Table 19.2 shows their grade levels during the 1970-71 school year.

TABLE 19.2

GRADE DISTRIBUTION OF YTY TUTEES

N=163

Grade Level	K	1	2	3	4	5	6	9	Total
Male	5	14	27	14	11	17	5	1	94
Female	3	10	15	13	13	12	3		69

Sixty-seven percent of the tutees were Negro, 23 percent were Caucasian, eight percent were Spanish Mexican, and two percent were Oriental.

Thirty-seven tutees did not finish the program. Tutees did not finish the program because of moving, illness, vacations, or lack of interest. Because tutors were paid, an attempt was made to replace tutees. As a result, 16 children filled their places.

The program was not designed to be a remedial reading course. Rather, its purpose was to increase desire for expression by having the students gain greater ease in reading, listening, writing, and speaking.

To evaluate the effects of the Youth Tutoring Youth program on the participants' facility for reading (Objective 1), the McGrath Test of Reading Skills was given. It was assumed that a "more satisfying facility for reading" would be the result of a strengthening of reading skills. The McGrath test was chosen because it could be administered quickly and easily. This was important because the tutor was given the responsibility of testing each of his tutees. The tutors had been tested by their associate teachers. The McGrath test contains three parts: 1) word recognition, 2) oral paragraph reading, and 3) word meanings. It was designed to test reading levels from first grade through the first year of college. Because of its wide range, the McGrath test was considered an effective measure of tutor capabilities. For tutees with levels below first grade on the McGrath Test, the Basic Sight Word Inventory was used to determine reading ability.

Pretesting of the tutors took place during their orientation. Pretesting of tutees was done during the first week of summer school. Posttesting of both groups was done in the final week of the six-week summer session.

Table 19.3 shows the number of students making positive or negative gains on the three sections of the McGrath test. The left hand column gives the difference between pretest grade level and posttest grade level. Scores from one center were not reported; two tutors at other centers were not posttested and five tutors did not finish. As a result, the scores of only 34 students are recorded.

TABLE 19.3

PRE-POST MCGRATH TEST RESULTS: TUTORS

N=34

Number of Grade Levels Improved	Word Recognition	Oral Paragraph Reading	Word Meanings
-2	1		
-1			3
0	13	8	8
1	7	7	10
2	4	12	6
3	8	6	6
4		1	1
5	1		

Fifty-nine percent of the tutors showed at least one grade level improvement on the word recognition section. Seventy-six percent improved at least one grade level in oral paragraph reading, and 68 percent improved at least one grade level on the word meanings section.

On word recognition, 21 percent of the tutors were able to improve scores that were below their regular school grades and bring them up to their grade levels or beyond. Twenty-nine percent reached their grade level or better on the oral paragraph reading, and three percent reached grade level or better on word meanings.

It should be remembered that a number of the tutors resented being tested at the beginning of the program. As a result, their pretest scores were not representative of their abilities. Some of the marked improvement in reading levels might be attributed to a change from resentful to cooperative attitudes. These scores, then, are still viable measures, if not of reading improvement, then of improved self-image or responsibility.

Tutee improvement in reading skills is shown in Table 19.4. The 54 tutees not accounted for either left the program or were absent during posttesting.

TABLE 19.4

PRE-POST MCGRATH TEST RESULTS: TUTEES

N=109

Number of Grade Levels Improved	Word Recognition	Oral Paragraph Reading	Word Meanings
-4			1
-3		2	
-2	1	1	1
-1	3	3	7
0	51	57	59
1	37	29	32
2	15	13	7
3	2	4	2

Fifty percent of the students showed improvement of at least one grade level in word recognition. In oral paragraph reading, 42 percent showed one grade level improvement or more, and 37 percent showed improvement of at least one grade level in word meanings.

In each category about 50 percent of the students showed no improvement. But during the six weeks of the program these students were kept from the regression that frequently occurs during the summer months.

Tutees who attended other summer school reading programs did not show more improvement than those students who did not. Table 19.5 compares the percentage improvement of these two groups.

TABLE 19.5

COMPARISON OF RESULTS OF PROJECT PUPILS WITH NON-PROJECT PUPILS ON MCGRATH TEST OF READING SKILLS

	Percent of Students Who Improved		
	Word Recognition	Oral Paragraph Reading	Word Meanings
Students in other reading programs (N=26)	50	38	47
Students only in YTY (N=83)	49	43	33

On the word recognition section, 18 percent of the tutees improved scores that were below their regular school grades and brought them up to their grade levels or beyond. Seventeen percent were able to do this on oral paragraph reading, and six percent were able to on word meanings.

The more subjective aspects of the first objective and also the second objective, improvement of self-image, were measured by the observation of the associate teachers, who worked closely with the students. The Associate Teacher Checklist was used to record these observations.

Teacher responses to the question, "How many tutors improved their facility for reading, listening, writing, and speaking?" for tutors and tutees are shown in Table 19.6 and Table 19.7. The percent who improved a certain degree is shown.

TABLE 19.6

IMPROVEMENT OF TUTOR LANGUAGE SKILLS

N=46

	Percent of Students		
	Much	Some	Little
How many tutors			
improved facility for reading?	22	67	11
improved facility for listening?	24	51	24
improved facility for writing?	14	78	8
improved facility for speaking?	11	70	19

TABLE 19.7

IMPROVEMENT OF TUTEE LANGUAGE SKILLS

N=163

	Percent of Students			
	Much	Some	Little	No Response
How many tutees				
improved facility for reading?	23	60	17	
improved facility for listening?	26	51	18	55
improved facility for writing?	33	38	22	8
improved facility for speaking?	22	52	21	5

In each category the tutors showed at least 75 percent improvement in language skills. The tutees showed at least 71 percent improvement in each category.

Improvement of self-image was the most important goal of the program but the most difficult to evaluate. Associate teachers thought 35 percent of their tutors improved much in their self-concept, while 51 percent improved some and 14 percent improved little. Thirty-six percent of the tutees improved much in their self-image, 48 percent improved some, 12 percent improved little, and no degree of improvement was indicated on four percent. When all the program participants are considered, then, 84 percent had at least some improvement in self-image.

The tutors' and tutees' improvement in responsibility, the third objective, was measured by their attendance. Fifty-four percent of the tutors had perfect attendance. Another six percent attended at least 95 percent of the time. Table 19.8 shows the number of tutors who attended a certain percentage of the program.

Three of the five who did not finish were either dismissed or left because of disinterest in the program.

The tutors' growth in responsibility was also measured by responses of associate teachers on the checklist. In marking this aspect of the checklist, the associate teachers took into consideration the tutors' promptness, daily planning, and daily evaluation of their tutees. Teacher responses to the question, "In your opinion, how many tutors are better able to handle responsibility," showed that 57 percent of the tutors improved much while 27 percent improved some and 16 percent improved little.

From teacher responses and attendance records, more than 50 percent of the tutors demonstrated responsible behavior to a high degree.

In the program objectives, tutee attendance as a measure of responsibility was not as important as tutor attendance. Nor is it as accurate a measure of that objective since parents have a great deal of control over whether their children attend. Many tutees were taken on vacation or sent to camp. Nevertheless, one-fourth of the tutees had above 90 percent attendance. Table 19.9 shows the number of tutees in each attendance category. Reasons tutees did not finish were stated earlier in this section.

TABLE 19.8

TUTOR ATTENDANCE

N=46

Percent Attendance	Number of Tutors
100	25
99 - 95	6
94 - 90	8
Below 90	1
Did not finish	5
Not specified	1

TABLE 19.9

TUTEE ATTENDANCE

N=163

Percent Attendance	Number of Tutees
100	12
99 - 90	29
89 - 80	28
79 - 70	35
Below 70	26
Did not finish	33

The YTY staff members evaluated the program during their final inservice meeting. Tutors, associate teachers, and supervising teachers answered the question, "What have you learned from the Youth Tutoring Youth program?" Responses to this question were randomly selected from the tutor and teacher group. The selections are representative of the comments made in all the essays. The tutor responses follow.

> "I have learned of the different ways children gather in learning. There is the child who is eager and willing to do something and learn. There is the child who doesn't care what you want him to do, and the child who doesn't want to do anything."

"To be more dependant of myself, and responsibility (watch tutees so they don't get hurt)."

"That it help the children to do better work but it also help me."

"I've learned a lot from the YTY program and I think my tutee's learned something too. I can really say from the bottom of my heart that I really enjoyed the program. I think if nobody got nothing out of it then they really didn't put anything in it. Like I said I learned a lot, and when you learn something you never forget it, and I'll never forget what I learned in the Youth Tutoring Youth Program. I've really got used to the program and if there is another program like this, I'll like very much to work on it. Like I said you only get out of the program what you put into it."

"I learn that you have to be patient with smaller kids, and that you have to be willing to learn to get something through your head. But most of all I learned to get along with people I didn't know."

"I have learned that you cannot push the child while you are tutoring him or her. You have to talk to the child nicely. I have learned that if the child doesn't want to do something that you had planned to do, don't push him. I am a tutor."

Associate and supervising teachers made these comments.

"Not to worry so much that it makes you sick."

"As an associate teacher I was already aware that any program that operates effectively must be made to do so. It doesn't just happen. In my work with YTY I was able to except part of the responsibility for making the program operate. Sometimes I felt that the operation could be better. On the whole, however it was really an operation to be proud of."

"1. More insight into people's behavior and problems, and how to deal with them.

2. Valuable experience in working with the young children, which I had little experience with before.

3. Insight into problems of the black and lower class teenagers - more understanding of the disadvantages they face and the results of them. Same applies to tutees.

4. Learned about the problems teachers face - and the frustrations inevitable in a hierarchy.

5. Improved skills of organization, administration, and supervision.

6. Learned insight into the area of social work and teaching in underprivileged areas and the frustrations encountered there.

7. Learned teaching skills."

"It reinforced my belief that the Government has, indeed, given too much to some people. Many of our tutors have no idea what work is. They have played and idled away their time the blessed summer. Their only interest has been their check."

RECOMMENDATIONS

The long range goal of Youth Tutoring Youth was to lower the chances of the tutors' dropping out of school. The test of this goal cannot be made. Nevertheless, YTY was successful in meeting its more immediate objectives. The following recommendations are made.

- The program should be repeated during the summer of 1972.

- The program should be continued throughout the year so that the gains made during the short summer session could be amplified.

- Tutees should be recruited through elementary school reading teachers. This should be done early enough so that all openings are filled by the first day of summer school.

- The plan proposed but not strictly heeded for the 1971 program to enlist tutors should be followed. Prospective tutors should be referred by classroom teachers to their school counselors and then to the NYC office. The tutors should be as interested in helping children as they are in receiving their paycheck.

- Neighborhood Youth Corp counselors should see to it that tutors conform to YTY standards. If the tutors refuse, they should be dropped from the program. Keeping an irresponsible young worker on the job would reinforce poor work attitudes. Such reinforcement could cause greater harm to the student in adult life than would the loss of a job during high school years.

- Efforts should be made to acquaint parents with the goals of the program and the importance of the child's attendance should be stressed.

APPENDIX 19

19-A1

SUGGESTED READINGS FOR ASSOCIATE TEACHERS

Evertts, Eldonna L., ed. *Dimensions of Dialect*. Champaign, Illinois: National Council of Teachers of English, 1967.

Glasser, William. *Schools Without Failure*. New York: Harper & Row, Publisher, 1969.

Hopkins, Lee Bennett. *Let Them Be Themselves: Language Arts Enrichment for Disadvantaged Children in Elementary Schools*. New York: Citation Press, 1969.

Horn, Thomas D., ed. *Reading for the Disadvantaged: Problems of Linguistically Different Learners*. New York: Harcourt, Brace & World, Inc., 1970.

Kohl, Herbert. *36 Children*. Signet Books. New York: New American Library, 1967.

Kozol, Jonathan. *Death at an Early Age: The Destruction of the Hearts and Minds of Negro Children in the Boston Public Schools*. Boston: Houghton Mifflin, 1967.

Language Programs for the Disadvantaged: Report of the NCTC Task Force on Teaching English to the Disadvantaged. Richard Corbin and Muriel Crosby, co-chairmen. Champaign, Illinois: National Council of Teachers of English, 1965.

Nonstandard Dialect: Board of Education of the City of New York. Champaign, Illinois: National Council of Teachers of English, 1967.

Report of the National Advisory Commission on Civil Disorders. Bantam Books. New York: Grosset and Dunlap, Inc., 1962.

Shuy, Roger W., ed. *Social Dialects and Language Learning: Proceedings of the Bloomington, Indiana Conference*. Champaign, Illinois. National Council of Teachers of English, 1964.

Weinstein, Gerald and Fanline, Mario D. *Toward Humanistic Education: A Curriculum of Affect*. New York: Praeger Publishers, 1970.

19-B1

Wichita YTY Tutor's Weekly Plan and Evaluation

Tutor ____________ **Associate Teacher** ____________ Center ____

Tutee ____________ Week ____________ **Hour** ____________

Reading Level ____________ **On Time** ____________

Late ____________ **Why?** ____________

Absent ____________ **Why?** ____________

- -

	Monday	Tuesday	Wednesday	Thursday	Friday
What I want to teach					
How? List Activities					
Materials I will use					
What I plan tomorrow					
Comments tutee's attitude etc.					

Signed: Associate Teacher ____________ Tutor ____________

19-C1

MATERIALS FOR YOUTH TUTORING YOUTH

Books:

Bloomfield, Leonard and Barnhart, Clarence. Let's Read: A Linguistic Approach. Detroit: Wayne State University Press, 1961.

Monroe, Marion and Artley, A. Sterl. Basic Reading Skills. Atlanta: Scott, Foresman and Company, 1970.

Nurnberg, Maxwell and Rosenblum, Morris. How to Build a Better Vocabulary. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1949.

Smith, Nita Banton. Faster Reading Made Easy. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957.

Workbooks:

Koltmeyer, William and Ware, Kay. The Magic World of Dr. Spello. St. Louis: McGraw-Hill, Inc., 1963.

Orlick, Gloria. Reading Helper, Second through Seventh. Brooklyn, New York: Book-Lab, Inc.

Games:

Boning, Richard A. Fun With Words. Baldwin, New York: Dexter & Westbrook, Ltd., 1967.

Boning, Richard. Riddle Riddle Rhyme Time, "B". Rockville Center, New York: Dexter & Westbrook, Ltd., 1966.

Dolch, Edward W. Take: A Sound Matching Game. Champaign, Illinois: Garrard Publishing Company, 1953.

Opposites. Springfield, Massachusetts: Milton Bradley Company, 1967.

Pairs. Springfield, Massachusetts: Milton Bradley Company, 1963.

Rolling Reader, First through Third. Linguistic Block Series. Atlanta: Scott, Foresman and Company, 1963.

Sequence Cards. Springfield, Massachusetts: Milton Bradley Company, 1966.

Curriculum Guides, Wichita Public Schools:
Basic Primary, revised, 1971;
Corrective Reading, revised, 1971;
Guide to Reading Skills, K-6, 1970.

Materials from the National Commission on Resources for Youth (New York):
For the Tutor;
Tutoring Tricks and Tips;
Youth Tutoring Youth: A Manual for Trainers.

Tests:

McGrath, Joseph E. *McGrath Test of Reading Skills*. Second ed., revised. Whitmore Lake, Michigan: McGrath Publishing Company, 1967.

19-D1

This is to certify that

____

has been awarded a

Certificate of Achievement

in the YOUTH TUTORING YOUTH Program

having completed ____ hours of tutoring

Clarence D. Johnson

Neighborhood Youth Corps Director

____

Supervising Teacher

____

Date

____

Associate Teacher

1942 D-4

19-E1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

ASSOCIATE TEACHER CHECKLIST

Name ____

An objective of the YTY program was that the tutors and tutees should have a "better and more satisfying facility for reading, listening, writing, and speaking." To help us evaluate this objective, please indicate the number of pupils who showed progress in the following areas. Return this checklist at your evaluation meeting on July 21.

	MUCH	SOME	LITTLE
1. How many tutors			
(a) improved facility for reading?	______	______	________
(b) improved facility for listening?	______	______	________
(c) improved facility for writing?	______	______	________
(d) improved facility for speaking?	______	______	________
2. How many tutees			
(a) improved facility for reading?	______	______	________
(b) improved facility for listening?	______	______	________
(c) improved facility for writing?	______	______	________
(d) improved facility for speaking?	______	______	________
3. In your opinion, how many tutors improved their self image?	______	______	________
4. In your opinion, how many tutees improved their self image?	______	______	________
5. In your opinion, how many tutors are better able to handle responsibility?	______	______	________

19-F1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

YOUTH TUTORING YOUTH
ASSOCIATE TEACHER QUESTIONNAIRE

Name ______________________________

Please return this questionnaire at your evaluation meeting Wednesday July 21.

1. What were your duties and responsibilities as a YTY associate teacher?

2. Were the staff training and inservice meetings of value to you? Why or why not?

3. Which materials did you find most helpful?

4. Did you develop methods or materials you found helpful?

5. Did your tutors develop methods or materials that were effective with the tutees? ______

6. Did you or your tutors use special methods to motivate tutees? Comment.

7. Did the reading teachers in the schools make themselves available to you?

Yes ______ No ______

Comment: ______

8. Were you able to use equipment and the library in your building?

Yes ______ No ______

Comment: ______

9. Did you have an indication of parent opinion of the program? If so, please give percentages:

Positive ______% Negative ______% Indifferent ______%

10. Did you have parent contacts (give approximate number)

with tutors at their home ______

at school ______

by note or telephone ______

with tutees at their home ______

at school ______

by note or telephone ______

11. What were the strengths of the YTY program?

______

______

______

______

______

______

12. What were weaknesses of the YTY program?

______

______

______

______

______

______

13. What are your suggestions for the improvement of the program?

______

______

______

______

______

______

19-F4

Please list below the number of pupils in each category.

GRADE LEVEL	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Public School													
*Non-Public School													
Male													
Female													

* Enrolled during regular school term in private, parochial, etc.

1. Was tutee attendance generally excellent ____________, good ____________ satisfactory ______________, unsatisfactory ______________________?

2. Was tutor attendance generally excellent ____________, good ____________ satisfactory ______________, unsatisfactory ______________________?

3. How many tutees who attended one or more weeks did not finish the program? ____

4. What were the reasons the tutees did not finish the program?

   ____

   ____

   ____

   ____

5. How many tutees were replaced with other children? ______________

6. How many tutors who attended one or more weeks did not finish the program? ____

7. What were the reasons tutors did not finish the program?

8. How many tutors were replaced with other youth? ____________

9. Number of tutees in attendance on the first day, June 14? ____________

10. Total number of tutees enrolled? ____________

11. Number of tutors in attendance on the first day, June 14? ____________

12. Total number of tutors enrolled? ____________

13. Racial composition:

	Tutors	Tutees
Caucasian		
Negroid		
Mexican American		
Oriental		
American Indian		
Other, or undetermined		

14. How many tutees were enrolled in other summer school programs? Please name.

19-F6

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

YOUTH TUTORING YOUTH
SUPERVISING TEACHER QUESTIONNAIRE

Name ____

Please return this questionnaire at your evaluation meeting Wednesday July 21.

1. What were your duties and responsibilities?

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2. What innovative methods did you see developed by associate teachers under you or by their tutors?

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3. What were the strengths of YTY?

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4. What were some problems encountered by the staff you supervised?

How could these be avoided in future years?

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5. In what ways would you improve the program?

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19-F8

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

YOUTH TUTORING YOUTH
COORDINATOR QUESTIONNAIRE

Mrs. Coakley

1. What were your duties and responsibilities?
2. What aspects of the Wichita YTY program do you think would benefit YTY throughout the country?
3. How would you improve the effectiveness of YTY?
4. Did you encounter any problems with parents or with staff?
5. How could evaluation be improved?

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

THRESHOLD - FIRST GRADE

SUMMER PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
Gerald R. Riley, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1971

20.00

THRESHOLD - FIRST GRADE, SUMMER 1971

SUMMARY

Threshold - First Grade was a pilot program planned for pupils who had finished kindergarten and would begin their first grade experience in September. It was originally planned that the teachers employed would be the same teachers assigned to these first grade classes in September. However, the proposed bussing program for elementary pupils next school year will make the achievement of this component of the program improbable.

The program was designed to give pupils a head start on their basic first grade program in language, reading, and mathematics.

Sixty-one Negro and two Caucasian children from three Title I elementary schools were involved in the program. Three teachers were employed to conduct the three classes. The teachers were also employed two hours per day to accomplish parent visitations. The teachers made 109 parent contacts during the six-week session, including 69 home visits.

The principal advantage of this program was the home visitation component. The teachers felt the pupils did gain the planned head start on first grade activities.

It is recommended that this type program, particularly the parent visitation component, be continued next summer.

20.01

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

The Title I project in Wichita was designed to focus on the needs of culturally and educationally disadvantaged children in school attendance areas with high concentrations of low income families.

The most critical needs in the Title I areas related to the ability to read, comprehend, and communicate. Consequently the project's principal effort has been exerted on the needs of educationally deprived children in the area of reading.

Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

Prior to the beginning of summer school, 1968, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session. A project application for funding of the summer school was filed and subsequently approved.

Summer projects have been developed to provide programs which will keep children involved in school activities. Smaller classes with a more informal environment than would be possible in the regular school year are provided.

Threshold - First Grade was a summer pilot project planned for pupils who had finished kindergarten. The program was designed to give pupils a head start on their basic first grade program in language, reading, and mathematics. Regular first grade organizational procedures were used in setting up the classes.

The program was organized to include those pupils whom the teacher would have in her class as first grade pupils in September. The program was then to be evaluated at the end of the first grade in May, 1972. Because of the proposed bussing of elementary school pupils to achieve an integrated school system and the closing of two of the three schools, it is improbable that the pupils will remain together.

PROGRAM DESCRIPTION

Scope

Sixty-three pupils from three Title I schools participated in the program.

The goals of the program were to provide extended time for basic skill development to disadvantaged first graders at the beginning of the first grade rather than the end, and to provide teacher time for pupil conferences and parent visitations to establish positive parent-school communications.

Personnel

Three teachers were employed four hours per day for six weeks. Two hours were spent in the classroom and two hours were to be used for parent visitations.

Procedures

This report covers the six-week summer session.

One class was conducted in each of three Title I elementary schools.

A combination of the activities used by the three teachers in this language, reading, and mathematics program include:

Experience charts for letter and word recognition

Little Owl Books were used for listening and read-along experience. Stories were re-written, illustrated, and role-played.

Alphabet activities included tracing plywood letters, playing alphabet recognition games with plastic, magnetic, and flannel-board letters. Children made an alphabet book (newsprint stapled together with a page for each letter).

Perceptual activities included making large circles, figure eights, etc. on a chalkboard, newsprint, and in sand outdoors. Worksheets were used for practice in seeing likenesses and differences in shapes, patterns, and positions of shapes.

Sets of color-word cards were made.

Flannel-board shapes were used in naming sets and their number.

Pegboards, blocks, magnetic numerals and other manipulative games and materials were used.

Free time activities included games, puzzles, puppets, and teacher-made items.

The Distar Reading System was used by one teacher.

Picture dictionaries were made by the children.

Children typed alphabets on the typewriter.

Readiness and discrimination games were used.

Teachers worked with pupils on the 15 sight words and any new word of interest to the pupils.

Teachers and pupils read stories together on filmstrips.

Pupils listened to sounds of letters on tape recorders.

The pupil-teacher ratios for the three teachers in this program were: 19 to one, 20 to one, and 24 to one.

Parent-teacher communication was a major component of this program. Almost all parents were visited in their homes by the teachers. Teachers made appointments to visit by letter or telephone.

One teacher in visits with parents took the book (Tag) which she used in class and explained how parents could review material with their children. If a child did not know letter and numeral names, set cards, numeral cards and alphabet game cards were made by the teacher and given to the parent.

Another teacher emphasized reading by parent to child. She also suggested listening to the child tell of the school day to help him build vocabulary, and sentence and language structure. She left a list of 15 sight words and the Dolch 220 Basic Sight Words.

Another teacher continued distribution to parents of a picture dictionary and a teacher-made booklet of activities. These two items were previously distributed to some parents during the school year. The activities in the booklet could be done at home with a minimum of materials. The activities were designed to aid the kindergarten-age child in gaining readiness understandings (a copy of the booklet is included in the Appendix). During these initial visits the teacher answered questions about suggested activities and summer school in general. After these initial visits with parents who had not received the dictionary and booklet, a letter was sent home which could be returned to the teacher indicating a convenient time for her to visit. During the subsequent visits the teacher showed parents examples of good work which their child had done. She also mentioned areas in which the child might be having difficulty and suggested things which would help in his improvement. Parents often expressed concerns such as their child not being able to write his name. Activities were suggested to help these situations, or if parents were expecting too much, this was also explained. In all contacts with parents, the child's successes were emphasized.

One general meeting with parents was scheduled during the last week of school.

The teachers also suggested that parents work with the child on the activities described above between the ending of summer school and the beginning of the regular school year.

Budget

The total amount budgeted for this six-week activity was $2,748.00. This included $2,250.00 for teacher salaries, $300.00 for supplies, $81.00 for teacher travel expenses, and $117.00 for OASI. The per pupil cost was $43.62. This amount is only the additional cost of this program. It does not include buildings, maintenance, major equipment items, etc. which are normally included in the regular school-year per pupil costs.

EVALUATION

The objectives of the program were:

1. To provide disadvantaged first grade pupils extended time for basic skill development at the beginning of first grade rather than at the end.
2. To provide teacher time for individual attention in the form of scheduled pupil conferences during the summer.
3. To provide teacher time for parental visitations to establish positive parent-school communications, and to plan follow-up activities for the time between the end of summer school and the beginning of classes in September.

Pupils were selected for the program by kindergarten teachers. Some parents requested that their children be included in this program.

Twenty-seven boys and 36 girls participated in the program, giving a total of 63 pupils. These pupils have completed kindergarten and will be in first grade in September. Sixty-one were Negro and two were Caucasian.

The attendance for the program was 76 percent. Average daily attendance was 48 pupils.

The teachers made 69 home visitations. Thirteen parent contacts were made at school, 16 by telephone, and 11 by note or by casual meeting.

The teachers felt that the principal advantage of this program was the opportunity for home visits. They felt that they gained much cooperation and interest from parents after the home visitations. The secondary advantage was that the children gained a head start on their first grade program.

The objectives of the program were met by providing time in summer school for basic reading skill development and by providing teacher time for pupil-parent-teacher communication. Although pupils will not have these teachers in first grade next school year, as was originally planned, the teachers still felt the program was very advantageous.

RECOMMENDATIONS

- It is recommended that this type of program, particularly with the parent visitation component, be continued for another summer.

APPENDIX 20

20-A1

(Copy of letter sent to parents - original in primer type)

June 23, 1971

Dear Parents:

May I take a moment to first, thank you for your efforts in helping your child arrive at summer school **ON TIME** and **REGULARLY**! I must say I have never had a summer school class that had such a high rate of attendance. We were glad to see the vacationers return this week, which brings our class to a total of 24 students.

Second, I would like to thank you for your kindness and interest as I visit at your home. I have contacted many of you and plan to see all of my students' parents within the next week. If you have a particular time, day of the week, which would be most convenient for you, please fill out the information below. Most of my home-visits take place between 11:00 and 12:30. Many of you work, and if no other way is possible for us to get together, we will resort to the telephone.

Again, thank you. I am looking forward to talking with you about the Threshold Program.

Mrs. Hooper

- -

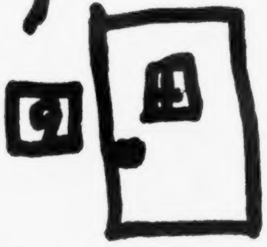
The day most convenient for Mrs. Hooper to come to my home would be ________.

The time most convenient would be ____________. (Ten minutes or so is the average length of most conferences.)

20-A2 June 10, 1971

Dear - - - - -,

Are you ready for Summer School.

I will look for you on Monday morning in room 9 .

Love,
Mrs. Hooper

20-A3

(Copy of letter sent to parents by teacher)

Dear Parents:

This summer your child has participated in the Threshold First Grade program. The following list indicates what we have worked on this summer, and will give you an idea of what to help your child with from now until school starts in September.

1. Names of colors
2. Names of the letters of the alphabet
3. Recognition of numerals 1-10
4. Ability to match numerals 1-10 to sets of 1-10
5. Names of the days of the week
6. Recognizes own name and ability to write it
7. Knows difference between left and right
8. Knows his name, address, and phone number
9. Knows parents' name
10. Encourage his writing of letters and numerals. You can make them for him and have him trace yours, and then try to make his own.
11. Names of the geometric shapes
12. Have him cut out pictures from magazines that begin with the same sound.
13. Have him cut out words from the newspaper that begin with the same letter.

Specifically, this summer we have worked on letter sounds. We dwelled mainly on the vowel sounds (a e i o u), and how they sound in words. He should be able to put these sounds with consonant sounds and figure out easy words on his own. Examples of words your child could figure out are:

dog got tag at ate

toe tea goat toad pie

pet did dug get nine

He probably will not know these words on first sight, but he should be able to figure them out by putting sounds together.

Above all, read to your child each day and help him learn to appreciate books and reading. Also encourage him to speak clearly and in complete sentences, instead of just a few words.

I hope you feel this program helped your child to get ready for First Grade in the fall. I have enjoyed working with this fine group of children, and I'm sure that with your help they will be ready for First Grade.

Thank you,

Karen Hageman

(A copy of the 5½" x 8½" sheet given to parents to assist with the picture dictionary.)

THE PICTURE DICTIONARY

We hope this little book will be helpful and enjoyable as you and your child use it together.

Things to do with your Picture Dictionary:

-Name the objects pictured on each page.
-Say the name of the alphabet letter on each page.
-Count the objects on the "A" page, etc.
-Listen for the way the objects names begin (some children may be mature enough to notice that all the objects on the "B" page begin the same way with lips closed and teeth slightly apart.)
-As child learns alphabet he may like to spell the printed words verbally as he looks at them.
-Find the things on a given page that may be larger or smaller than the child.
-Match objects pictured with the "real thing". . . (for example: spoon/ coat/shoe/ etc.)
-Some children may be able to think of other things that begin with the same letter that are not pictured. . . (be sure to give whole word examples when discussing beginning sounds, for example: Things that begin with "B" are baby bottle, box. . ." is correct; to say "Baby, bottle, box all begin with "buh" sound is confusing and actually not correct, as baby is not pronounced buh-a-by.)
-Child may show interest in writing (copying) words and make a word list for a certain letter.
-Children will learn that some things may have more than one name, depending on what letter its name begins with (rabbit-bunny; dog-puppy.)

As you use your dictionary, an increased interest in books will hopefully develop. The Mueller Elementary Library will be open during the summer for your use. (Schedule will be announced before the end of school.) Please feel welcome to come to the library to check out books of interest to your child (Nursery Rhymes, ABC Books, Picture Books). The Branch Library is also conveniently located at 2420 E. 21st and Mrs. Ola Saunders, the Librarian, has urged our students and patrons to use the library.

20-B2

(Copy of booklet given to parents in the Threshold-First Grade Program. The contents only are reproduced here. The booklet is $5\frac{1}{2}$" X $8\frac{1}{2}$". It includes some illustrations which are not reproduced here.)

"Things To Do Before Your Child Reads"

(prepared and presented by Hazel Dole, Elizabeth Hughes, Bernice Williams, Sheril Logan, Ada Marie Hooper, Delphine Smith, and Norene Grubb. Mueller Elementary School, Wichita, Kansas)

Page One

NO ONE KNOWS . . .

No one knows how a child learns to read! Each child devises his own particular method of figuring out what connection those funny little symbols on the printed page have with the spoken language. No one child will learn exactly like another child.

HOWEVER, successful readers seem to have certain characteristics in common. Teachers refer to these common abilities as "readiness skills". If your child has developed these skills before he begins 'formal' reading instruction, his chances of having success in reading is greater than if these skills are not developed prior to actual reading experiences.

HERE ARE THE SKILLS THAT GOOD READERS POSSESSES:

AUDITORY SKILLS (hearing sounds)
VISUAL SKILLS (seeing likeness & difference)
ALPHABET SKILLS (recognizing letters and identifying letters)
VERBAL SKILLS (speaking & communicating)
LISTENING AND THINKING SKILLS (understanding what he hears and see, recalling ideas and order of events)
MOTOR SKILLS (ability to co-ordinate eye, hand and body movement)

The following pages are dedicated to helping you in helping your child develop these skills, and at the same time, share in the experience of learning with the most important person in the world, YOUR CHILD!

Page Two

AUDITORY SKILLS

Hearing likenesses and differences - identifying direction of sound and source of sound.

Have your child watch as you clap your hands once. Ask him to imitate you. Clap twice and have him do the same. Clap a pattern and see if he can imitate your clapping. (Short - long - long; short - long - long) Also, clap rhythm or childs name to find how many parts in a name (Ma - ry -- 2 parts). clap clap

Have your child cut pictures from magazines and help him group them by beginning sounds, being sure to name the pictures chosen.

Say nursery rhymes or poems and omit the rhyming word, letting the child supply the word that rhymes.

Page Three

VISUAL SKILLS

Seeing likenesses and differences, seeing details.

Have your child, when coloring, outline the figure or figures in heavy black crayon. If he is counting objects in a picture, have him circle the objects with crayons.

Have your child arrange objects, such as buttons, in order of size - - larger to smaller, or smaller larger.

Have your child trace around squares, circles, rectangles and triangles to make interesting designs, and name the shape he is tracing. (Make shapes from cardboard, plastic lids, etc.) Child may also use these shapes to make patterns - circle, square, triangle; circle, square, triangle.

Encourage child to observe the similarities and differences in their names and those of their family.

Let child cut WORDS from magazines that begin with the same letter. . or circle words on a sheet of newspaper that begin alike. (The larger the print the better.)

Help child to develop an awareness of their right hands and feet as opposed to their left by playing "Simon Says", giving directions such as "Simon says, put your right foot forward", or "Simon says, raise your left hand."

Page Four

ALPHABET SKILLS

Recognizing the letters of the alphabet, their shape and form ... identifying a letter in a group of more than one letter. Knowing the order of the alphabet.

Write the letters of the alphabet on pieces of paper or card-board... pick up a letter and name it. Work with one, then two, then three, letters at a time.

From a group of several letters (a few at first) call a letter name and have the child identify the letter called (use the same cards as suggested above,) and have him pick up the lettercard you ask for.

When your child has learned the upper case letters, make a set of lower case letters and, as before, working with a few letters at a time, have him match them. (After child knows upper case letters, he already can identify the lower case pardner of many of the letters because of the similarity of form. (C-c; K-k; O-o; P-p; S-s; T-t; U-u; V-v; W-w; X-x; Y-y; Z-z.

Sing the alphabet song to the tune of 'Twinkle-twinkle Little Star.'

Tape an alphabet strip made from heavy paper or cardboard, for example, to the top of a table and have child touch the letters as he sings the alphabet song.

Use alphabet cards and let child arrange in order beginning with three cards at first -- increase number of cards as ability grows.

Page Five

VERBAL SKILLS

Speaking in sentences; naming objects, pictures; interpreting objects and pictures and situations.

Make it a habit to encourage the child to ask for things by name, rather than referring to something as "That", or the "thing-a-ma-jig".

Have your child look around the room, choose some object in the room and then draw a picture of it. The important thing here is not the quality of the art, but noticing objects in the room, choosing one, and then naming it. He may even ask you to write the word that names his picture.

A child needs to LEARN to speak sentences... it does not usually come naturally. This is important because when he begins to read, he will be reading complete sentences, and it will seem natural to him if he is used to speaking in sentences. (example: adult might say, "Where is the pencil?" Child- "Table". (wrong) Child - "The pencil is on the table." (correct.)

Page Six

LISTENING AND THINKING SKILLS

Understanding the relationship between the spoken word and the meaning the word presents. Understanding the relationship between sentences, and parts of and whole stories. To show understanding of these things by expressing himself verbally or following directions.

Use magazine pictures, having the child tell what the pictures show. Later, have him tell what might have happened before and after.

Choose three pictures, telling about one of the pictures, and then let the child guess which one you were talking about. Let him tell about one of the pictures and then you guess which one he is talking about. (This can be a fun game as well as a learning experience if there are other children in the family.)

Discuss a story after reading it... try to think of questions that require thought like "How do you think the boy might have felt?" instead of 'yes' and 'no' questions like, "Was the boy sad?"

When reading a story, stop before the end and have your child tell what he thinks is going to happen next.

Encourage child to accept and carry-out responsibilities, of his ability, around the house. Give him directions to "take out the garbage', for example. Then tell him two things to do ... "Turn off the radio and make your bed." Increase number of directions given at one time as child is able to carry them out successfully.

Page Seven

MOTOR SKILLS

Developing eye-hand-and-body co-ordination.

Many of the previously mentioned activities are helpful in developing motor skills. The ability of a kindergarten child to jump rope has been used by some as an indication to success in reading. This is simply pointing up the fact that body co-ordination plays an important part in how a child "sees" things in relation to himself.

Crawling
Jumping
Skipping
Running
Hopping
Throwing (balls)

develop large muscle control

Page Seven (Continued)

Cutting with scissors
Drawing and writing
Tracing around shapes (cookie Cutters are good as well as cardboard shapes)
Working with puzzles with large pieces
Tracing pictures in color books
Using building blocks and similar toys

develop small muscle control

Page Eight

THINGS FIRST GRADERS SHOULD KNOW OR BE ABLE TO DO
(not specifically limited to skills involved in reading)

1. Knows (can identify) colors:

red blue yellow purple brown orange black green white

2. Can count specific items (silver-ware, etc.) up to twenty.

3. Can write numerals to 10 *

4. Can recognize his own name.

5. Prints name (Begins with capital, then uses lower case letters for rest of name.)*

6. Knows telephone number.

7. Knows address.

8. Knows names of parents.

9. Can tie shoes (boys- zip zippers)

10. Speaks in sentences, not one or two word phrases.

11. Can recognize geometric shapes (square, rectangle, circle, triangle.)

12. Can recognize letters of the alphabet (upper and lower case) but not just in alphabetical order. . . in scrambled order.

*(items 3 and 5 are desirable to know, but some children are not physically mature enough to write, even though they may know names of letters and numerals.)

20-C1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

QUESTIONNAIRE FOR THRESHOLD - FIRST GRADE

1. How were pupils selected for this program?

____

____

2. Describe typical activities which you used during the two-hour class time.

____

____

____

____

____

3. Describe the procedures you used in contacting parents.

____

____

____

____

____

4. What did you emphasize in your contacts with parents?

____

____

____

____

5. What was the approximate number of parent contacts (include all contacts with all parents) you made by: Home Visitation ________ Telephone ______ Parent at School ________ Other ________(explain)

____

____

6. Did you plan with parents for follow-up activities for the time between the end of summer school and the reconvening of classes in September?

Yes ________ No ________ If "yes", please describe:

____

____

____

____

7. Please indicate the approximate percent of your contacts with parents that could be categorized as positive ____% negative ____% indifferent ____%

8. What do you see as the advantages of this particular program?

____

____

____

9. What do you see as the disadvantages of this program?

____

____

____

10. Please complete the following table?

GRADE LEVEL 70-71	Public School	Non-Public	Male	Female	Am. Ind.	Cauc.	Negro	Orien.	Sp. Mex.
Kdgn.									
First									

11. Please feel free to share any other comments which might be of help in the evaluation of the Treshold program. (use the back of this page)

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

BASIC PRIMARY READING

SUMMER PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
Gerald R. Riley, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1971

BASIC PRIMARY READING, SUMMER 1971

SUMMARY

The Basic Primary program was offered in 16 Title I schools. A total of 315 first and second grade pupils were in the program. Twenty-eight percent were Caucasian, 67 percent were Negro, four percent were Spanish Mexican, one percent were Oriental, and less than one percent (one pupil) American Indian. The basic goal of the program was to improve the reading ability of the participants.

The staff consisted of 28 teachers and one coordinator. The pupil-teacher ratio was 11 to one.

Attendance averaged approximately 77 percent.

Teacher rating of pupil progress indicated that the program was successful.

It has been recommended that this summer program, with the same basic organizational pattern, be continued.

21.01

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

The Title I project in Wichita was designed to focus on the needs of culturally and educationally disadvantaged children in school attendance areas with high concentrations of low income families.

The most critical needs in the Title I areas related to the ability to read, comprehend, and communicate. Consequently the project's principal effort has been exerted on the needs of educationally deprived children in the area of reading.

Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

Prior to the beginning of summer school, 1968, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session. A project application for funding of the summer school was filed and subsequently approved.

Summer projects have been developed to provide programs which will keep children involved in school activities. Smaller classes with a more informal environment than would be possible in the regular school year are provided.

The original summer primary course was offered through Title I in the summer of 1967. The course was called Threshold Reading. It was an extension of the basic first grade reading program for those pupils who were having difficulty in reading.

The Summer Basic Primary course was first offered during the summer of 1968 and has been offered each succeeding summer.

The Basic Primary program was for first and second grade pupils who encountered difficulty in learning to read and needed the extended time in summer school to develop basic reading skills at the primary level. Pupils were given the opportunity to use fundamental reading skills in a natural, more personalized instructional environment. "Fun reading" was emphasized and encouraged. The course was designed as a correlated language arts program which included activities in reading, listening, speaking, and writing.

PROGRAM DESCRIPTION

Scope

Three hundred fifteen pupils participated in the program. These pupils were all from Title I attendance areas.

The goal of the program was to improve the pupils' reading ability through activities in reading, listening, speaking, and writing.

Personnel

Twenty-eight teachers were employed two hours per day for six weeks to teach these classes. A program coordinator was employed four hours per day for six weeks. The coordinator is a special reading teacher in an elementary school during the regular school year. The teachers chosen were ones who had successful experience in primary education. A project director who had overall responsibility for this as well as other summer programs is the Director of Reading for the Wichita Public Schools.

The coordinator's duties included conducting orientation and in-service workshops, distributing supplies as needed, collecting and sharing ideas, and being available for possible help and encouragement to teachers.

Procedures

This report covers the six-week summer school session for all Basic Primary classes.

The classes were located in 16 Title I schools, using regular classroom facilities. Three classes was the maximum conducted at any one school.

Two inservice meetings were held during the summer program. One meeting was held prior to classes beginning. The other was held midway through the summer session. The first meeting was generally organizational in nature. The second provided for an exchange of ideas to be used in teaching, discussion of mutual problems, and a discussion of evaluation procedures. The coordinator conducted inservice activities during her classroom visitation by presenting new ideas for various activities and helping teachers exchange successful techniques.

Most teachers used the Summer School Basic Primary (1-2) Curriculum Guide as a basis for their daily activities. The following is a daily two-hour correlated language arts schedule suggested in the Guide:

1. Opening (ten minutes)
    a. Flag salute
    b. Name review

2. Speaking (informal conversation - 20 minutes)
3. Spelling and writing (independent work period - 20 minutes)
    a. Write words on the board that follow the word patterns used in My Word Book.
    b. Illustrate the above words on paper. Copy words below illustration or make a simple sentence using the words.
4. Recess (15 minutes)
5. Quiet time (ten minutes)
    a. Poems or nursery rhymes
    b. Records (stories or music)
    c. Films and filmstrips
6. Reading activities (25 minutes)
    a. Personalized reading
    b. Chart stories
    c. Partner reading
    d. Small group instruction to meet definite needs
        (1) Phonics
        (2) Word and sentence structure
        (3) Sight word drill
        (4) Letter recognition

An alternate plan which some teachers used involved the "Merry-Go-Round" plan. This plan as presented here uses a one-hour time block, but it could be expanded to any desired time.

1. Opening (five minutes)
2. Reading program (45 minutes)

Based on three reading groups:

Group 1: Reading instructions with the teacher
Group 2: Seatwork activity
Group 3: "Merry-Go-Round"

The groups revolve every 15 minutes.

3. Evaluation and closing (ten minutes)

The basic reading instruction includes activities in listening, speaking, and reading.

The "Merry-Go-Round" plan involves the following:

1. Listening Center

Media: tape recorder, record player, and filmstrip viewer

Materials: Dolch word tape, stories on tape
Read-along stories or plays
Filmstrips
Records

2. Independent Reading Activities Center suggested activities:

Link letters
Commercial interlocking puzzles
Word wheels
Word-O
Peg board utilizing letter cards and pictures
Ideal Magic Cards

3. Surprise Center

May include:
Writing on a chalkboard or on paper
Authors and artists (writing and illustrating own stories)
Flannel board
Manipulative games
Math

4. Library Center
5. Art Center

Most of the teachers used the correlated language arts program with their own variations and modifications. About one-third used all or parts of the "Merry-Go-Round" plan. Some combined the two programs. Three teachers used the Distar Reading System. One of those using the Distar Reading System divided pupils into two groups. Each group had two sessions of Distar, one session of motor-perceptual exercises, and one session of math-science. An aide supervised the exercises and math-science discovery sheets.

A few teachers within one building grouped their children for one hour. One teacher helped those on lower achievement levels while the other teacher worked with those on higher levels of achievement.

The pupil-teacher ratio for the program was 11 to one.

Each teacher was given a kit which contained special materials for the summer program. The kit contained the following materials:

Phonics and Word Power - Program I, Books A and B
My Puzzle Book
Happy Sounds

As a result of suggestions from teachers of the 1970 summer program, several games and teaching aids were purchased to be included in the summer reading kit. They are as follows:

Picture Word Builder
Phonetic Quizmo
Picture-Sequence Cards
End-in-E Game
Pairs
Fun With Words

In addition to these materials supplied specifically to the Basic Primary teachers, supplemental and enrichment materials were available at each summer school center, such as:

Dan Frontier Series
Moonbeam Series
Pacesetters in Personal Reading
Curriculum Motivation Series
Reading Caravan Series

Major equipment items used by teachers were: 16 mm. projector, filmstrip projector, tape recorder, record player, multi-headphone junction box (listening station) and overhead projector.

Budget

A total of $13,323.00 from Title I funds was budgeted for this activity. This included $11,830.00 for personnel salaries, $810.00 for supplies, $68.00 for travel costs of coordinator, and $615.00 for OASI. The per pupil cost was $42.30. This amount is figured only for the costs of this program which did not include facilities, maintenance, equipment, etc., which are figured in the regular school system per pupil costs.

EVALUATION

The objectives of the Summer Basic Primary program were:

1. To improve pupils' performance in
   a. readiness,
   b. sight vocabulary,

   c. mechanics (phonics and structure),
   d. appreciation (good literature, poetry, etc.),
   e. comprehension;
2. To improve pupils' performance in speaking and writing vocabulary;
3. To place special emphasis on improving the pupil's self-confidence and self-image.

The objectives were measured by teacher ratings at the end of the program.

Pupils were recommended for this program who were one or more years below reading grade level and had the ability to profit from the program. Teachers recommended on the basis of instructional level as demonstrated by classroom performance, and cumulative folder information such as standardized reading tests and intelligence tests. The determining factors for selection were whether a pupil needed help in reading and could gain from the summer school course.

There were 315 pupils enrolled in this program. The grade levels and sex are given in Table 21.1.

TABLE 21.1

SEX AND GRADE LEVEL OF PARTICIPANTS
IN BASIC PRIMARY SUMMER PROGRAM

N=315

Sex	First Grade	Second Grade
Male	116	53
Female	101	45
Total	217	98

Data on racial composition of pupils were available on 293 of the 315 pupils. Of these pupils 28 percent were Caucasian, 67 percent were Negro, four percent were Spanish Mexican, one percent were Oriental, and less than one percent (one pupil) American Indian.

Attendance figures were available for 25 of the 28 classes (276 pupils). The percent attendance computed from figures reported by teachers was 77 percent. Average daily attendance for the 276 pupils was 212.

Teachers were asked to also give attendance in the general terms of "excellent", "good", "satisfactory" and "unsatisfactory". Their responses were: "excellent", 14 percent; "good", 32 percent; "satisfactory", 43 percent; and "unsatisfactory", 11 percent.

Forty-one pupils who attended one or more weeks did not finish the program. The principal reason for not finishing was lack of parent and/or pupil interest. Other major reasons were vacations, moved out of town, and poor attendance.

The principal evaluative instrument was a questionnaire (see Appendix) completed by each teacher. The coordinator also completed a questionnaire.

A formalized pretest-posttest program was not used because of the short term of the summer session. Judgment of well-trained, experienced teachers is believed to have validity, particularly when they have small classes of eight to ten pupils. The teachers based their judgments of progress on several instruments used during the summer session. These included the San Diego Quick Assessment, Dolch Basic Sight Vocabulary, Science Research Associates Reading Laboratories, and other materials such as books from various reading series for specified grade levels.

Objective number one was to improve pupils' performance in readiness, sight vocabulary, mechanics, appreciation, and comprehension. On the basis of the questionnaire, the progress of pupils rated in each category is given in Table 21.2.

TABLE 21.2

TEACHER RATING OF PUPIL PROGRESS

N=315

Item Rated	Percent of Pupils Much	Moderate	Little	Not Reported in Any Category
Readiness	16	47	15	23
Sight Vocabulary	19	44	24	12
Mechanics	26	35	25	14
Appreciation	37	47	6	10
*Comprehension	25	41	19	15

*N=270

All pupils from all classes reported were not included in the ratings for unknown reasons. Those not included are classified under the heading "Not Reported in Any Category". Figures for "Comprehension" were not available from four of the 28 classes.

It is apparent from Table 21.2 that teachers felt most pupils made "moderate" or "much" progress. The category in which the least amount of progress was reported was "Mechanics". The greatest progress reported was in the area of "Appreciation".

The figures in Table 21.2 indicate that the objective to improve pupil performance in readiness, sight vocabulary, mechanics, appreciation, and comprehension was met to the degree that in all categories 60 percent to 84 percent of the pupils made "moderate" or better progress.

Teachers rated improvement in speaking and writing vocabulary as "moderate". Twenty-four teachers felt their pupils made "moderate" progress, one teacher felt her pupils had made "much" progress, and two felt their pupils had made "little" progress. One teacher did not report on this item.

Emphasis was placed on improving pupils' self-confidence and self-image. Eight teachers felt their pupils had made "much" progress toward this objective. Nineteen felt that pupils had made "moderate" progress. One teacher did not report.

Teachers reported that they had made 192 contacts with parents. Twenty-eight of these were at the home of the parent, 68 were at school, and 96 were made by telephone or by note. Twenty of the 28 teachers reported that parents were given a report on pupil progress at the end of the summer session.

The six-week summer session is a short time to accurately measure pupil progress. The objectives of the program were met to the degree that it could be expected during the summer session.

The principal advantage of the Basic Primary program as reported by teachers was the small class size which enabled the teachers to give more individual attention to the children. The small classes also contributed to a much more relaxed atmosphere with greater flexibility than is possible during the regular school year.

RECOMMENDATIONS

- It is recommended that this program with the same basic organizational pattern be continued next summer.

APPENDIX 21

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21-B1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

Questionnaire For Summer Basic Primary and Corrective Reading
Summer 1971

Teacher ______________________ School (summer) ____________________

1. How many classes did you have this summer? ________________________

2. Please specify any beneficial changes you may have made in the daily schedule listed in the Summer School Curriculum Guide.

____

____

____

____

____

____

3. (Basic Primary only) Did you use the one-hour Merry-Go-Round Plan?

Yes ________ No ________

4. (Basic Primary only) Did you use the two-hour Correlated Language Arts Program? Yes ________ No ________

5. Please indicate the number of pupils who showed progress in the following areas:

a. Readiness (auditory, visual, alphabet, verbal, listening, thinking, and motor skills)	________	________	________
b. Sight vocabulary (basic Word list)	________	________	________
c. Mechanics (phonics and structure)	________	________	________
d. Appreciation (good literature--poetry and story time)	________	________	________
e. Comprehension	________	________	________

6. Do you feel that significant progress was made toward achieving the stated program objective of improving pupils' self-image and self-confidence?

much ________ moderate ________ little ________

Comments: ____

____

____

7. Do you feel that vocabulary development is in evidence by the increased use of new words in speaking and writing?

much ________ moderate ________ little ________

Comments: ____

____

____

8. List below the three most useful items in the special reading kit:

1. ____________________________
2. ____________________________
3. ____________________________

Comments: ____

____

____

9. If you have suggestions for additional specific materials, please list:

1. ____________________________
2. ____________________________
3. ____________________________

10. List below the three items of equipment which were most useful to you. (tape recorder, overhead projector, etc.)

1. ____________________________
2. ____________________________
3. ____________________________

11. Were you able to use equipment and library facilities in the building where your classes were held? Yes ______ No ______ Partially ______

Comments: ____

____

12. Did you have parent contacts?

At their home ____________________ (approximate number)

At school ____________________ (approximate number)

By note or telephone ____________________ (approximate number)

13. Did all parents receive a report at the end of the six week term?

Yes ________ No ________ Other time ________

14. Did you have any indication of parent opinion of the summer reading program? Yes ________ No ________

15. If "yes" to item 14, state the approximate percent of positive ______, indifferent ______, negative ______.

16. In your opinion what experience(s) contributed most to the development of the children? ____

____

____

17. Please list suggestions which would enable the coordinators to be of greater service in future summers. ____

____

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____

____

18. Please feel free to share any other comment which might be of help in the evaluation of the summer reading program. ____________________________

____

____

____

Please list below the number of pupils in each category.

Grade Level 70-71	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Public School															
*Non-Public School															
Male															
Female															

*Enrolled during regular school term in private, parochial, etc.

1. Was attendance generally excellent __________, good __________, satisfactory __________, unsatisfactory __________?
2. How many children attending one or more weeks did not finish the program?

____

3. What were the reasons the pupils did not finish the program?

____

____

____

____

21-C1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

Questionnaire for Coordinators
Summer, 1971

Name ______________________________ Program ______________________________

Contract period: ________ hours per day for ________ weeks.

1. Briefly describe your duties and responsibilities as coordinator of this project. ____

____

____

____

____

____

2. Did you have any indication of parent opinion of this program?

Yes ________ No ________

Comments ____

____

____

____

____

3. What do you feel are the major advantages of this program?

____

____

____

____

____

____

4. What are the major disadvantages of this program?

5. Were there, in your opinion, innovative or exemplary procedures used which should be shared with others, not only in Wichita, but also nationwide? Please specify:

6. What suggestions would you make to increase the effectiveness of this program?

7. What suggestions would you make to increase the effectiveness of the evaluation of this program?

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

CORRECTIVE READING

SUMMER PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
Gerald R. Riley, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1971

22.00

CORRECTIVE READING, SUMMER 1971

SUMMARY

Corrective Reading was a course designed for pupils in grades three through six who were below grade level in reading and had the ability to profit from a summer reading program. The course was designed as a correlated language arts program. Activities in reading, listening, speaking, spelling, and writing were emphasized.

The principal objective was to provide an extension of the regular school year reading program for those pupils who needed more time to develop basic reading skills.

Four hundred sixteen pupils were enrolled in this program. The racial composition of the group was: Negro, 71 percent; Caucasian, 21 percent; Spanish Mexican, seven percent; American Indian, Oriental, and undetermined, less than one percent.

Thirty-eight teachers and one coordinator were employed.

The objectives of the program were met to the extent that it can be recommended that the program, with the same basic organizational pattern, be continued next summer.

22.01

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

The Title I project in Wichita was designed to focus on the needs of culturally and educationally disadvantaged children in school attendance areas with high concentrations of low income families.

The most critical needs in the Title I areas related to the ability to read, comprehend, and communicate. Consequently the project's principal effort has been exerted on the needs of educationally deprived children in the area of reading.

Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

Prior to the beginning of summer school, 1968, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session. A project application for funding of the summer school was filed and subsequently approved.

Summer projects have been developed to provide programs which will keep children involved in school activities. Smaller classes with a more informal environment than would be possible in the regular school year are provided.

The Corrective Reading program in its present form has been offered during the summer since 1968. The course is designed for pupils in grades three through six who are below grade level in reading and who can profit from a summer reading course. The course is organized as a correlated language arts program.

22.02

PROGRAM DESCRIPTION

Scope

In this program 416 pupils involving 41 classes were enrolled.

The primary goal of the course was to improve the children's reading ability.

Personnel

Thirty-eight teachers, one coordinator, and one project supervisor were assigned to the program. Thirty-five teachers taught two hours per day for six weeks, and three taught four hours per day for six weeks. The coordinator was employed four hours per day for six weeks. The project supervisor was the Director of Reading for the school district. His duties continue through the summer months. All members of the teaching staff were certified teachers who teach elementary school classes during the regular school year. The coordinator was reading consultant for elementary schools during the school year.

The coordinator was responsible for supervising all classes. She was available to assist teachers in planning and implementing their individual class programs. The coordinator scheduled periodic visits to the classes. During these visits she distributed needed supplies, collected and shared ideas, and was available for teacher consultation.

Procedures

This report covers the six-week period of the summer session.

The Corrective Reading classes were located in 16 Title I elementary schools.

Two one-half day training sessions were held for teachers. One session was held immediately prior to the beginning of the summer session and one was held at the mid-point of the program. Teachers and coordinators were paid ten dollars each for each of these sessions. In addition to the two meetings, the coordinator gave inservice training to individual teachers by giving classroom demonstrations of new ideas or different ways of presenting games, topics, etc.

A Curriculum Guide was prepared for the summer Corrective Reading program. The guidelines were suggested as a point of departure for each teacher's individual plans. Included in the Guide were:

1. Goals of the program,
2. Preparations to be made by the summer school teacher,
3. Suggested lesson plans for the first three days of school,
4. Areas to explore,
5. Ideas for different ways to improve skills,
6. Ways to get variety in the reading program,
7. Criteria for evaluation of the reading program,
8. Materials for children to bring,
9. Suggested teaching activities,
10. Bibliography.

The plans for the first three days of the summer session, as suggested in the Guide, were used by most teachers. A brief outline of these plans is given below:

First day:

1. Opening exercises (five minutes)
2. Getting acquainted (ten to 15 minutes)
3. Browsing among books (15 minutes)
4. Playing a reading game (ten minutes)
5. Story time (15 minutes)
6. Recess (15 minutes)
7. Spelling and vocabulary building (15 minutes)
8. Creative writing as a class activity (15 to 20 minutes)
9. Evaluation or sharing time

Second day:

1. Opening exercises (five minutes)
2. Games (15 minutes)
3. Begin informal evaluation of child's reading level (30 minutes)
4. Correlating activities for individuals not being tested
5. Film or filmstrip (20 minutes)
6. Recess (15 minutes)
7. Story time continued (15 minutes)
8. Spelling - continued from previous day (ten minutes)
9. Teacher-pupil sharing or evaluation

Third day:

1. Opening exercises (five minutes)
2. Sharing time (20 minutes)
3. Individualized instruction activities (30 minutes)
4. Recess (15 minutes)
5. Introduce any new material available for summer school use (30 minutes)
6. Spelling and vocabulary building (15 minutes)
7. Dramatization time (ten minutes)
8. Evaluation time (five minutes)

Subsequent days generally followed a combination of the above activities.

Most teachers generally followed the suggestions in the Guide with some modifications for their individual classes.

Corrective Reading teachers were given a special reading kit at the beginning of the summer session. The following materials were included in the kit:

Grades three and four

- Phonics and Word Power, Program I, Book C
- Read, Study, and Think, Books 2 and 3
- My Puzzle Book
- New Practice Readers, Book A
- Glad Sounds
- Phonetic Quizmo
- Quiet Pal
- Crossword Puzzle
- Take
- Fun With Words B

Grades five and six

- Imagine and Write, Books 3 and 4
- New Practice Readers, Book B

McCall-Crabbs Standard Test Lessons in Reading, Book A
Say and Hear
Password
Afro-American History Poster Cards
Crossword Puzzle

Summer school centers had available enrichment readers which could be used by summer classes. Some of the programs were:

Dan Frontier Series
Moonbeam Series
Pacesetters in Personal Reading
Curriculum Motivation Series
Reading Caravan Series

In addition to these special materials, equipment such as tape recorders, filmstrip projectors, 16 mm projectors, headphones and multi-station junction boxes, overhead projectors, and record players were used by the teachers. These were available as a part of the regular school equipment.

Teachers contacted parents throughout the program. Thirty parents were contacted at home, 46 at school, and 119 by note or telephone. Twenty-six teachers reported that they sent parents a report on the pupil's progress at the end of the summer.

Budget

A total of $18,700.00 from Title I funds was budgeted for this activity. This included $16,570.00 for personnel salaries, $1,200.00 for supplies, $68.00 for travel costs of coordinator, and $862.00 for OASI. The per pupil cost was $44.95. This amount is figured only for the costs of this program which did not include facilities, maintenance, equipment, etc., which are figured in the regular school system per pupil costs.

EVALUATION

The principal objective was to provide an extension of the regular school year reading program for those pupils who need more time to develop basic reading skills.

Other objectives were:

Pupils will

1. Demonstrate improvement in word recognition,
2. Demonstrate an expansion of speaking and reading vocabulary,
3. Show improvement in the mechanics of reading (phonics and structure,
4. Demonstrate increased appreciation of good literature and poetry,
5. Demonstrate improvement in reading comprehension.

The above five objectives were measured by using teacher judgment as indicated in the questionnaire.

Third grade pupils who were recommended for the course were at least one year below grade level in reading. Those in fourth grade were at least one and one-half years below grade level. Fifth and sixth grade pupils who were recommended were two years below grade level. Pupils with IQ scores below 85 were generally not recommended; however, pupils were not arbitrarily eliminated from consideration on the basis of the IQ factor alone. The overriding factors for admittance was whether the pupil needed special help in reading and could benefit from the summer program.

Teacher estimates of reading level and ability, based on classroom performance, and standardized tests were used in the selection process.

Four hundred sixteen pupils from 17 Title I schools participated in the program. The pupil-teacher ratio was ten to one.

Table 22.1 shows the grade level and sex of the participants.

TABLE 22.1

SEX AND GRADE LEVEL OF PARTICIPANTS
IN CORRECTIVE READING

N=416

	Grade Level (1970-71)						
Sex	Second	Third	Fourth	Fifth	Sixth	Ungraded	Total
Male	2	80	62	61	32	4	241
Female	1	64	34	48	28		175

The racial composition of the group was as follows:

Negro	71 percent
Caucasian	21 percent
Spanish Mexican	7 percent
American Indian	less than one percent
Oriental	less than one percent
Other or Undetermined	less than one percent

Attendance figures were available on 405 of the 416 pupils. The average daily attendance was 296 pupils. The percent of attendance was 73 percent.

Teachers were asked to rate the attendance of the class as a group. The percent of teachers responding in each category was excellent, 17 percent; good, 49 percent; satisfactory, 34 percent; and unsatisfactory, six percent.

Fifty-nine pupils who had attended one or more weeks did not finish the course. Family vacation was the principal reason for not completing the program. Other reasons included lack of pupil and/or parent interest, moved from area, and involvement in other summer activities.

The principal evaluative instrument was a questionnaire to be completed by each teacher and the coordinator. Thirty-eight questionnaires were sent to teachers and 35 were returned. Pretest and posttest standardized tests were not used to measure progress because of the short term of the summer program. Judgment of well-trained, experienced teachers should have validity, particularly when they have classes of eight to ten pupils. The teachers based their overall judgment of progress on several instruments used during the summer session. These included The San Diego Quick Assessment, Dolch Basic Sight Vocabulary, McCall-Crabbs Standard Tests in Reading (used by grades five and six), Science Research Associate Reading Laboratories, and reading materials for specified grade levels.

Teachers were asked to rate progress of pupils as "much", "moderate", or "little". The items to be rated were sight vocabulary, mechanics (phonics and structure), appreciation of good literature and poetry, and comprehension. The results of these ratings are given in Table 22.2. Data were not available for three classes or 30 pupils for the items of sight vocabulary, mechanics and appreciation. Data were not available for seven classes or 69 pupils on the item of comprehension.

TABLE 22.2

TEACHER RATING OF PUPIL PROGRESS

N=386

Item Rated	Much	Moderate	Little	Not Included in Any Category
Sight Vocabulary	39%	38%	8%	15%
Mechanics	24%	48%	11%	17%
Appreciation	35%	45%	7%	13%
*Comprehension	22%	48%	16%	14%

*N=347

The greatest amount of progress was reported in the area of sight vocabulary. Thirty-nine percent of the pupils were rated as making "much" progress. Appreciation received the next highest rating with 35 percent of the pupils being rated as "much" improved. The least amount of progress shown was in comprehension, where 22 percent were rated "much" improved. Seventy percent or more of the pupils were rated as making "moderate" or better progress in all areas.

Teachers were also asked to rate their class improvement in vocabulary development as evidenced by the use of new words in speaking and writing. Seventeen percent of the teachers rated the class improvement as "much", 69 percent as "moderate" and 14 percent as "little".

The first objective was met by providing a summer program for those pupils who needed help in learning basic reading skills. The small class sizes enabled teachers to provide individualized instruction with greater flexibility in their programs than is possible during the regular school year.

The other objectives of the program were met to the degree that at least 70 percent of the pupils were rated as making "moderate" or better progress in all categories.

22.07

RECOMMENDATIONS

- It is recommended that this program, with the same basic organizational pattern, be continued next summer.

APPENDIX 22

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22-B1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

Questionnaire For Summer Basic Primary and Corrective Reading
Summer 1971

Teacher ______________________ School (summer) ____________________

1. How many classes did you have this summer? ________________________

2. Please specify any beneficial changes you may have made in the daily schedule listed in the Summer School Curriculum Guide.

____

____

____

____

____

____

3. (Basic Primary only) Did you use the one-hour Merry-Go-Round Plan?

Yes ________ No ________

4. (Basic Primary only) Did you use the two-hour Correlated Language Art Program? Yes ________ No ________

5. Please indicate the number of pupils who showed progress in the following areas:

	much	moderate	little
a. Readiness (auditory, visual, alphabet, verbal, listening, thinking, and motor skills)	________	________	________
b. Sight vocabulary (Basic Word List)	________	________	________
c. Mechanics (phonics and structure)	________	________	________
d. Appreciation (good literature--poetry and story time)	________	________	________
e. Comprehension	________	________	________

6. Do you feel that significant progress was made toward achieving the stated program objective of improving pupils' self-image and self-confidence?

much ________ moderate ________ little ________

Comments: ____

____

____

7. Do you feel that vocabulary development is in evidence by the increased use of new words in speaking and writing?

much ________ moderate ________ little ________

Comments: ____

____

____

8. List below the three most useful items in the special reading kit:

1. ______________________________
2. ______________________________
3. ______________________________

Comments: ____

____

____

9. If you have suggestions for additional specific materials, please list:

1. ______________________________
2. ______________________________
3. ______________________________

10. List below the three items of equipment which were most useful to you. (tape recorder, overhead projector, etc.)

1. ______________________________
2. ______________________________
3. ______________________________

11. Were you able to use equipment and library facilities in the building where your classes were held? Yes ________ No ________ Partially ________

Comments: ____

____

12. Did you have parent contacts?

At their home ______________________ (approximate number)

At school ______________________ (approximate number)

By note or telephone ______________________ (approximate number)

13. Did all parents receive a report at the end of the six week term?

Yes ________ No ________ Other time ________

14. Did you have any indication of parent opinion of the summer reading program? Yes ________ No ________

15. If "yes" to item 14, state the approximate percent of positive ________, indifferent ________, negative ________.

16. In your opinion what experience(s) contributed most to the development of the children? ____

____

____

17. Please list suggestions which would enable the coordinators to be of greater service in future summers. ____

____

____

____

____

____

____

____

18. Please feel free to share any other comment which might be of help in the evaluation of the summer reading program. ______________________________

____

____

____

Please list below the number of pupils in each category.

Grade level 70-71	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Public School															
*Non-Public School															
Male															
Female															

*Enrolled during regular school in private, parochial, etc.

1. Was attendance generally excellent __________, good __________, satisfactory __________, unsatisfactory __________?

2. How many children attending one or more weeks did not finish the program?

____

3. What were the reasons the pupils did not finish the program?

____

____

____

____

22-C1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

Questionnaire for Coordinators
Summer, 1971

Name ______________________________ Program ______________________________

Contract period: __________ hours per day for __________ weeks.

1. Briefly describe your duties and responsibilities as coordinator of this project. ______________________________

2. Did you have any indication of parent opinion of this program?

   Yes __________ No __________

   Comments: ______________________________

3. What do you feel are the major advantages of this program?

4. What are the major disadvantages of this program?

5. Were there, in your opinion, innovative or exemplary procedures used which should be shared with others, not only in Wichita, but also nationwide? Please specify.

6. What suggestions would you make to increase the effectiveness of this program?

7. What suggestions would you make to increase the effectiveness of the evaluation of this program?

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

SECONDARY NEIGHBORHOOD COUNSELING

SUMMER PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
Gerald R. Riley, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1971

23.00

SECONDARY NEIGHBORHOOD COUNSELING
SUMMER, 1971

SUMMARY

A ten-week Secondary Neighborhood Counseling service was provided in the Title I area for secondary-school-age youth.

The intent of the program was to provide counseling service to minority youth during the summer months.

The staff consisted of one professional counselor and one paraprofessional counselor.

The program did not attract the expected number of counselees. It is recommended that the program not be continued as a separate summer school activity. It could be tried during the school year as an after-school, part-time program. If demand was sufficient, it could then continue to operate during the summer months.

23.01

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00

The last bond issue in the district was passed September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

The Title I project in Wichita was designed to focus on the needs of culturally and educationally disadvantaged children in school attendance areas with high concentrations of low income families.

Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

Prior to the beginning of summer school, 1968, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session. A project application for funding of the summer school was filed and subsequently approved.

Summer projects have been developed to provide programs which will keep children involved in school activities.

In response to concerns expressed to the Board of Education by individuals and organizations about the needs of pupils from minority groups and under-privileged areas of the community, several programs were recommended. Among those recommended was the establishment of more intensive vocational and educational counseling services for pupils from ethnic minorities. The Secondary Neighborhood Counseling Program is part of the implementation of this recommendation.

23.02

PROGRAM DESCRIPTION

Scope

The ten-week Secondary Neighborhood Counseling program sought to provide a continuation of the regular school year counseling service to secondary school minority group youth during the summer months. The program was available to all junior and senior high school age youth of both public and non-public schools. The services were also available to youth of secondary school-age who were not in school.

Personnel

A professional counselor and a paraprofessional counselor were involved in the program. The professional counselor is a Caucasian male, fully certified as a public school counselor. He is employed as a counselor in a junior high school in the area during the regular school year. The paraprofessional counselor is a black female. She has a master's degree in counseling, but lacks the necessary two year teaching requirement to be fully certified.

The professional counselor was employed six and one-half hours per day for ten weeks. The paraprofessional was employed eight hours per day for ten weeks.

Procedures

This report covers the first six weeks of the ten-week program.

The program was located in the Community Education Center (formerly a junior high school). The Community Education Center is located within the Title I area where most minority secondary school youth live. The office was open from 8:00 a.m. to 8:00 p.m.

Since this was a new program, personal contact was made by the counselors with various agencies, churches, and individuals within the area to explain the services of the program. An attempt was made to contact as many groups and individuals as possible who were in a position to make referrals to this program.

The following agencies were contacted:

- Neighborhood Youth Corps (NYC)
- Model Cities - Adoption Agency
- Wichita State University
- Wichita Area Community Action Program Inc. (WACAPI) South Branch and Twenty-First Street Center
- Twenty-First Street Teenage Center
- YMCA - North Branch
- Kansas Civil Rights Commission
- Sedgwick County Health Department
- Urban League
- Social Service Workers - Wichita Public Schools
- Counselors - Wichita High Schools

Representatives of the following churches were contacted:

Tabernacle Baptist
St. Mark's United Methodist
Holy Savior
St. Paul AME
St. Matthew CME
Brotherhood Presbyterian

Four prominent individuals within the Title I area community were also contacted to inform them of the program.

The time during the first two weeks of the program was used primarily in contacting the above groups and individuals. The remainder of the time the counselors were available for counseling in educational, personal, career orientation, school scheduling problems, etc.

At the time of this report, plans had been made to have a meeting with parents of the secondary school youth to improve communications between the home and school. Topics to be discussed would include: the role of the principal, assistant principals, teachers, counselors, social service workers, and others; an explanation of the system used to determine credits for graduation from high school; and discussion of various curriculum offerings.

Budget

The total budget for the program was $3,731.00. $3,200.00 was for salaries, $90.00 for travel expenses, $150.00 for supplies, $125.00 for two telephones, and $166.00 for OASI.

EVALUATION

The objective of this program was to provide counseling service to secondary-school-age minority group youth.

An evaluation questionnaire was completed by the two counselors. A copy of the questionnaire is included in the Appendix.

The number of counselees served during the four weeks of the program (excluding the initial two weeks when counselors were making community contacts) has been only seven. One referral was from a community health station, two from the Neighborhood Youth Corps, one from a high school social service worker and three were "walk-ins".

In response to the questionnaire the counselor felt that the community groups and individuals gave unqualified support to the program. Many indicated that it could help in improving school-community relations.

The counselors indicated that it was an advantage for one of the two employees to be from a minority race since a majority of the individuals to be served are from a minority group. They didn't feel that any disadvantage was incurred because the professional counselor was not of a minority race.

It was thought that there might be more walk-in traffic if the office was located someplace other than a school building. The NYC office is located in the Community Education Center, but after they have hired their workers, there is little traffic of secondary youth in the building. A location in a new recreation center being built near the Center was suggested as a possible alternative.

Based on the number of counselees served, it is apparent that the program, as it now exists, is not needed. It seems improbable in the time remaining in the program, but not included in the evaluation, that much change in numbers of counselees would take place.

RECOMMENDATIONS

Since the basic idea of the program seems sound, and community leaders feel there is merit in such a program, the following modifications are suggested:

- The program could operate on a part-time basis, after school hours during the regular school year. If enough demand is present it could be continued either part-time or full-time during the following summer months.
- It is recommended that the program not be continued on a summer-only basis.

APPENDIX 23

23-A1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

SUMMER 1971
QUESTIONNAIRE FOR THE SECONDARY NEIGHBORHOOD COUNSELING PROGRAM

Name ____

Contract period ____________ hours per day ____________ weeks.

1. Describe your efforts to inform the community of this program.

2. Describe your duties, responsibilities and activities (other than listed in item 1) in this program.

3. If you had a typical daily schedule or weekly schedule, please describe it.

4. Do you think the program could have been more effective if it had been at another location instead of C.E.C.? Yes ________ No ________

Comments: ____________________

5. What is your opinion about the relative effectiveness of employing a paraprofessional from an ethnic minority group as opposed to not requiring this qualification?

6. Do you feel that the professional counselor should have been chosen from a minority ethnic group? Yes ________ No ________

Comments: ____________________

7. Do you have any indication of parent opinion of this program?

Yes ________ No ________

Comments: ____________________

8. Please cite specific examples which can be used in the evaluation report which clearly indicates a need for this program.

9. Please state reasons for continuing this program.

____

____

____

10. Please state reasons for not continuing this program.

____

____

____

11. What problems did you encounter in this program?

____

____

____

____

12. What suggestions do you have for alleviating these problems?

____

____

____

____

____

13. Please state below any additional comments which would be helpful in evaluating the program.

____

____

____

____

____

____

____

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE OUTDOOR EDUCATION PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
C. H. Horn, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1971

24.00

OUTDOOR EDUCATION PROGRAM, SUMMER 1971

SUMMARY

The Outdoor Education program was designed for children living in the low income target areas to become more aware of their natural environment. A total of 244 second grade youngsters participated in the program.

The program was conducted in 16 local elementary schools and the surrounding community. Students and teachers shared many field trips and nature walks in the areas around the school and city.

Evaluation of the program was based on classroom observations and a questionnaire completed by the teachers.

It has been recommended that the program be continued using only experienced teachers and that consideration be given for using cadet teachers from the local university as aides.

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aifcraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

The Title I project in Wichita was designed to focus on the needs of culturally and educationally disadvantaged children in school attendance areas with high concentrations of low income families.

The most critical needs in the Title I areas related to the ability to read, comprehend, and communicate.

Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

Prior to the beginning of summer school, 1966, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session.

Summer projects have been developed to provide programs which will keep children involved in school activities. Smaller classes with a more informal environment than would be possible in the regular school year are provided. One of these summer projects is the Outdoor Education program.

A group of school officials decided that some sort of follow-up was needed for students who had been enrolled in Head Start. It was agreed to use Title I funds at the onset of such a program.

The Outdoor Education program was first included in the summer school program of 1968. During the summer of 1969, the program was called Science and Outdoor Education, but was changed back to its original name for 1970 and 1971.

PROGRAM DESCRIPTION

Scope

The goals of the program aimed to:

1. Develop awareness of causal relationships in the natural environment,
2. Increase observation skills,
3. Develop the ability to classify objects according to given attributes or characteristics,
4. Develop an inquiring attitude toward natural phenomena,
5. Develop the ability to generalize from observations recorded in the natural environment.

Two hundred forty-four students from the Title I target area who had just completed second grade in the public schools of Wichita, Kansas were enrolled in the program.

Personnel

Eighteen teachers from the regular teaching staff were hired to be summer instructors in the Outdoor Education program. Each teacher was certified by the State of Kansas. Teaching positions were listed in the official vacancies list, and selections were made by the personnel department and coordinator of the program. Each teacher worked two hours per day per week for six weeks. Eight teachers were rehired from last year's summer program, along with the coordinator. The coordinator, an elementary school principal who was certified in elementary education and administration, worked four hours per day for 30 days. The duties of the coordinator consisted of coordinating work schedules in all buildings, making arrangements for finances (purchasing supplies, accounting, etc.), helping with any special problems (field trips, busses, community problems, etc.), and preparing for inservice workshops for teachers. Five teachers had aides to help with clerical duties and supervision of the students. They were N.Y.C. workers.

Procedures

Summer school funding for Outdoor Education is provided by Title I. Local elementary school facilities were utilized as work areas for the classroom portion of the program. As the title implies, some of the program's time was used in taking field trips (to a farm, lake, zoo, etc.), nature walks to parks and areas around the school, and a camping trip. Special arrangements for transportation and permission to visit local farms, lakes, parks, stores, and museums were handled by the coordinator. The information was then given to the teachers.

An orientation workshop was conducted for two half-day sessions during the first part of the summer. The purpose of the workshop was guidance for the teachers in providing intriguing experiences for the students. Teachers were encouraged to help the students expand and augment the powers of observation, help students generalize and experiment with questions about their observations, help students become aware of their natural environment, involve the parents at all possible times, have a flexible schedule for each day's program, and promote good community relations. Also, discussions on field trips, waiver slips, expense accounts, audio-visual materials on birds, seeds, trees, insects, etc., Camp Hyde, transportation procedures, and supplies were explained to the teachers.

The program activities took place in the areas surrounding the community and in the classroom. Students were taken on nature walks around the neighborhood and were shown many unnoticed but interesting objects that exist in their own back yards. Trips to parks, farms, lakes, creeks, stores, orchards, and the museums were taken to make the students more aware of their natural environment. During the course of the program, each student was given an opportunity to participate in a two and one-half day residential camp experience at Camp Hyde. After each field trip or nature walk the class returned to the classroom to discuss the various objects observed, and the students expressed their interests and observations to their classmates and teacher. Class projects as well as individual projects such as bean gardens, sit-up-ons (interwoven newspaper mats), mounting leaves, and making insect collections were undertaken during the six-weeks course.

Classes met from 9:00 a.m. to 11:00 a.m. for five days per week for six weeks. Each teacher had approximately 13 students. Usually at the end of class, the students were treated to refreshments. A newsletter to the parent was written by the teacher, with the help of the students, describing the day's activities and coming events.

The highlight of the Outdoor Education program was the two and one-half day camping experience at Camp Hyde during the last two weeks of class. Students boarded the busses at their attendance centers for the trip. When they arrived, camp personnel took charge with a complete schedule of activities and events. Each cabin was given the name of an Indian tribe and all activities were scheduled by these names. The names were Apache, Navaho, Choctaw, Iroquois, Cherokee, and Sioux. A daily schedule of events at Camp Hyde follows:

TABLE 24.1

ACTIVITY SCHEDULE AT CAMP HYDE
FOR THE OUTDOOR EDUCATION PROGRAM

	Periods					
Activity	1 & 8	2 & 8	3 & 8	4 & 10	5 & 11	6 & 12
Nature	Apache	Sioux	Cherokee	Iroquois	Choctaw	Navaho
Swimming	Navaho	Apache	Sioux	Cherokee	Iroquois	Choctaw
Horses	Choctaw	Navaho	Apache	Sioux	Cherokee	Iroquois
Creeking	Iroquois	Choctaw	Navaho	Apache	Sioux	Cherokee
Crafts	Cherokee	Iroquois	Choctaw	Navaho	Apache	Sioux
Canoeing	Sioux	Cherokee	Iroquois	Choctaw	Navaho	Apache

24.04

MONDAY

9:30	Arrive - Assign to cabins - Camp tour - Pick up T-shirts
10:30	1st Activity period
11:45	Waiter's Bell
12:00	Lunch
1:00	Rest hour
2:00	2nd Activity period
3:15	3rd Activity period
4:30	Free swim
5:30	End free swim
5:45	Waiter's Bell
6:00	Supper
6:45	4th Activity period
8:00	Store
8:30	Carnival - Watermelon
9:30	Taps

TUESDAY

7:30	Reveille
7:45	Waiter's Bell
8:00	Breakfast
8:30	Cabin clean up
9:30	5th Activity period
10:45	6th Activity period
12:00	End 6th period
12:15	Waiter's Bell
12:30	Lunch
1:15	Rest hour
2:00	7th Activity period
3:15	8th Activity period
4:30	Free swim
5:45	Waiter's Bell
6:00	Supper
6:45	9th Activity period
8:00	10th Activity period
9:00	Camp fire
10:00	Taps

WEDNESDAY

7:30	Reveille
7:45	Waiter's Bell
8:00	Breakfast
8:30	Cabin clean up - Take stuff to parking lot
9:30	11th Activity period
10:45	12th Activity period
12:00	Waiter's Bell
12:15	Lunch - Junior counselors and CITs
12:45	Group leaves on bus

Each student was provided or given the necessary equipment needed to start the projects undertaken by the class, such as: newspaper, small jars, plastic gallon milk bottles cut in half for bean gardens, paints, paper, etc. The following Table contains a list of audio-visual aids that were used and the number of teachers using them.

TABLE 24.2

AUDIO-VISUAL AIDS

Equipment	Number Responding
Overhead Projectors	3
Filmstrips	10
Record Players	11
Film Projectors	5
Cassette Recorder/Player	3
Films	5

Parental help was needed in signing waiver slips for field trips and permission to go camping. Parents were kept informed by newsletters and were encouraged to visit the classroom whenever they desired.

Community involvement consisted of certain businesses granting permission for tours through their place of business or helping with certain sightseeing trips.

Budget

Funding for the Outdoor Education program was provided by ESEA Title I funds. Total expenditure amounted to approximately $19,968.00. The total cost per pupil was approximately $82.00. This estimate does not involve the cost of existing buildings and supplies. Of the total amount, $12,813.00 was for salaries, $630.00 for supplies and $6,525.00 for camping expenses, field trips, and mileage.

EVALUATION

The objectives of this program were as follows:

1. Pupils in the Outdoor Education program will become more aware of their natural environment as measured by the log of pre-post observations made by the teacher on a nature walk taken at the beginning and end of the program;
2. Pupils in the Outdoor Education program will demonstrate improvement in their skill of observation by participating in the following: nature walks, field trips, classroom projects, and group discussions, as

measured by the teacher's recording on the post nature walk log.

3. Pupils in the Outdoor Education program will demonstrate improvement in the ability to describe and classify objects according to given attributes or characteristics, such as: color, size, shape, texture, and state of being, as measured by teacher observation.

4. Pupils in the Outdoor Education program will demonstrate improvement in the ability to generalize from observations noted in the natural environment, as measured by teacher observation.

Two hundred forty-four second grade boys and girls were enrolled in the program. The students were informed about the program through friends, teachers, counselors, and principals. Each student resided in the Title I target area and lived within walking distance of the attendance center. New students were allowed to enroll in the program during the first two weeks. Attendance was voluntary since the program was designed for student interest to motivate regularity of attendance.

Of the 244 boys and girls enrolled in the program, three withdrew because of illness, three for family problems, ten for vacations, three for discipline and 11 for unknown reasons. Information concerning participants is shown in Table 24.3 (see Appendix 24-A7).

The class size ranged from a low of eight students to a high of 19 students. The median class enrollment was 13. Of the 7,320 class days (see Table 24.3), 1,695 days were missed because of absence. This represents an absence rate of 23 percent.

Of the total number of students, 55 percent were boys and 45 percent were girls. Thirty percent of the students were Caucasian, 62 percent black, seven percent Spanish Mexican, and one percent American Indian. There were no Oriental students enrolled in the program. Ninety-nine percent of the students went to public schools and one percent were enrolled in non-public schools.

The major objective of the program was to make the students more aware of their natural environment by participating in field trips and nature walks.

Four comments and reactions to the program were furnished by teachers to the evaluator and are presented as follows:

"Excellent program! Especially enjoyed the freedom given to me."

"In this type of class the teacher has the golden opportunity of revealing himself as a true friend to his students more easily and often."

"I would be more than willing to teach this class again. It was a good feeling for me to see even the poor student succeed in this type of a situation."

"This type of program is beneficial - not only from the knowledge of science involved, but also because it makes learning fun and worthwhile."

The comments and reactions to the program reported by the students, parents, and teachers to the evaluator seem to indicate the favorable attitude that the community has toward the program and the desire to have it continue.

No standardized tests were utilized to evaluate this program, but at the beginning of the program a questionnaire was given to each teacher (see Appendix 24-A1 - 24-A7). Certain questions on the questionnaire lend themselves to tabulation and the questions and responses follow in Table 24.4. Interviews and conferences were held with students, parents, teachers, and a coordinator by the evaluator.

TABLE 24.3

STUDENTS ENROLLED IN THE OUTDOOR EDUCATION PROGRAM

No. of classes = 19

No. of days per student = 30

Class	No. in class		Race*					Attendance			
	Male	Female	1	2	3	4	5	Present	Absent	Public	Non-Public
A	7	5			12			241	119	12	
B	5	6			11			204	126	11	
C	5	4	1		8			176	94	9	
D	5	4	8		1			230	40	9	
E	7	6	11		1		1	288	102	13	
F	7	3	1			9		292	8	8	2
G	5	5	5		5			192	108	10	
H	5	3	8					182	58	8	
I	4	8	12					272	88	12	
J	10	6			15	1		420	60	16	
K	9	4	8		3	2		338	52	13	
L	12	3			15			380	70	15	
M	8	7			15			309	141	15	
N	11	8			19			445	125	19	
O	5	8	9		2	2		310	80	13	
P	6	6	5		1	4	2	270	90	12	
Q	7	6	1		12			329	61	13	
R	10	7	3		14			435	45	16	1
S	5	12			17			282	228	17	
Total	133	111	72		151	18	3	5595	1695	241	3
Percent	55	45	30		62	7	1	77	23	99	1

*1=Caucasian, 2=Oriental, 3=Black, 4=Spanish Mexican, 5=American Indian.

TABLE 24.4

RESPONSES BY TEACHERS OF OUTDOOR EDUCATION

N=18*

	Number and Percent Responding by Category					
	Yes		No		No Response	
Questionnaire statement	#	%	#	%	#	%
1. Did the orientation workshop help prepare you for the program? (Item 1)	17	94	1	6		
2. Did you teach this class last summer? (Item 3)	9	50	9	50		
3. Would you teach this class again? (Item 4)	17	94			1	6
4. Were materials adequate? (Item 7)	17	94	1	6		
5. Were you able to use building equipment? (Item 7)	18	100				
6. Was instruction facility adequate? (Item 7)	18	100				
7. Did you participate in the 2½ day camp? (Item 14)	18	100				
8. Was the camp experience beneficial to the pupils? (Item 15)	18	100				
9. Was adequate supervision provided by the camp staff? (Item 16)	14	78	2	11	2	11
10. Did you have an aide? (Item 17)	5	28	13	72		
11. Did you notice a difference in behavior at camp and classroom behavior? (Item 18)	12	67	6	33		
12. Did the attitudes of the children improve at camp? (Item 19)	14	78	2	11	2	11

Note: Percents may not add to 100 because of rounding.

*One class did not send their data.

TABLE 24.5

FREQUENCY OF OBSERVATIONS ON PRE-POST NATURE WALK BY STUDENTS

N=17*

Classes	Number of Observations Pre- Nature Walk	 Post- Nature Walk	Percent of Gain
A	7	13	86
B			
C	29	30	3
D	7	11	57
E	68	48	-29
F	27	27	0
G	5	13	160
H	26	84	223
I			
J	51	34	-33
K	33	57	73
L	18	21	16
M	10	20	100
N	28	33	18
O	46	85	85
P	53	99	87
Q	14	23	64
R	15	22	47
S	41	43	5
Total	478	663	39
	$\bar{X}$=28	$\bar{X}$=39	

*Two classes did not send their data.

According to Table 24.4, a large percent of the teachers thought the program was very beneficial and well coordinated. Also, 94 percent (question number three) replied that they would teach this class again if it were offered.

Table 24.5 gives the frequency of observations on the pre - post nature walk by the students as recorded by the teacher. It indicates that objective number one and two were met to some degree. Two classes regressed in the number of observations while 15 classes improved. The mean pre-nature walk observations for the program was 28 and the mean post-nature walk observations was 39. This indicated the percent of gain was approximately 39 percent. Objectives three and four were not evaluated.

RECOMMENDATIONS

The responses from the questionnaires, parents, and observations by the evaluator indicate the success in attaining the major objectives.

The following recommendations are made:

- That the program be continued.
- That consideration be given to selecting only experienced teachers.
- That consideration be given to use cadet teachers as aides in the classrooms.

APPENDIX 24

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

OUTDOOR EDUCATION

Summer, 1971

Teacher ____________________________ School ____________________________________

1. Did the six hour orientation help prepare you for the summer program?

Yes ______ No ______

Comments: ____

____

____

____

2. Would you prefer to have the orientation divided up into three sessions during the summer session? Yes ________ No ________ Undecided _______

Comments: ____

____

____

____

3. Did you teach this class last summer? Yes ________ No ________

4. Would you teach this class again? Check below:

Yes ________ No ________ Undecided ________

_____ Thought the program was beneficial

_____ Program was not well enough developed

_____ Had high interest in outdoor education

_____ Other ______________________________

Comments: ____

____

____

____

24-A2

5. List the field trips which were taken away from your immediate area.

	Transportation provided by:		
Trips	**B.W. Jones**	**Self**	**Other**
____________________	__________	__________	__________
____________________	__________	__________	__________
____________________	__________	__________	__________
____________________	__________	__________	__________
____________________	__________	__________	__________

6. What audio-visual equipment did you use to supplement your program?

______ overhead projector
______ record player
______ filmstrips
______ cassette recorder/player
______ other ____________________

7. Were materials provided by your coordinator adequate?

Yes ________ No ________

Comments: ____

____

____

a) Were you able to use equipment in the building you were assigned?

Yes ________ No ________

Comments: ____

____

b) Was the instructional facility adequate to conduct your program?

Yes ________ No ________

Comments: ____

____

8. What supplies would you like to have that would be of benefit to you in next year's summer program? ______________________________

____

____

9. Describe the approach and general plan used in your class in Outdoor Education.

____

____

____

____

____

10. How would you strengthen the program?

____

____

____

____

____

11. Approximately what percentage of pupils attended class the entire six weeks? 100% _____ 90% _____ 80% _____ 70% _____ Other ___________

12. What factors influenced attendance?

_____ Illness _____ Overslept

_____ Vacation of parents _____ Lack of interest

_____ Other reasons: ______________________________

____

____

13. How many of your pupils participated in the camp experience? _________

Reasons children did not participate were: ____________________

____

____

14. Did you participate in the 2½ day camp? Yes _______ No _______

Comments: ___________________________________

____

15. Do you think the camp experience was beneficial to the students?

Yes ________ No ________ Undecided ________

Comments: ____

____

____

16. Was adequate supervision provided by the entire camp staff?

Yes ________ No ________ Undecided ________

Comments: ____

____

____

17. Did you have an aide? Yes ________ No ________

Comments: ____

____

____

18. Did you notice a difference in behavior at camp and the behavior in the classroom setting? Yes ________ No ________

Comments: ____

____

____

19. Did attitudes of the children appear to improve at camp (e.g. cooperation, sharing work, cleaning up camp tables, etc.) as a result of the 2½ day camp experience?

Yes ________ No ________ Don't know ________

Comments: ____

____

____

____

20. In your opinion which elements in the camp experience most impressed the pupils? ______ skit ______ campfire ______ other:________________

Comments: ____

____

____

21. What did the pupils seem to enjoy most at camp?

_____ swimming _____ sleeping out _____ table tennis _____ other

Comments: ____

____

____

____

22. In your opinion what Outdoor Education experience or experiences contributed most to the development of the pupils?

____

____

____

____

____

23. Do you have any indications about parent reactions to the Outdoor Education program? Yes ________ No ________

Comments: ____

____

____

____

____

____

____

24. Did you feel a coordinator is needed for this program?

Yes ________ No ________ Undecided ________

Comments: ____

____

____

Indicate in what ways the coordinator helped you: ____________________

____

____

____

How could the job of coordinator be made more effective?

Comments: ____

____

____

25. Any other comments concerning the Outdoor Education program would be appreciated.

____

____

____

____

____

____

____

____

____

____

____

____

24-A7

Please list below the number of pupils in each category.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Public School															
Non-Public School*															
Male															
Female															

*Enrolled during regular school term in private, parochial, etc.

1. Was attendance generally excellent __________, good __________, satisfactory __________, unsatisfactory __________?
2. How many children attending one or more weeks did not finish the program?

   ____

3. What were the reasons the pupils did not finish the program?

   ____

   ____

   ____

   ____

24-B1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

Summer, 1971

OUTDOOR EDUCATION

OBJECTIVE NUMBER 2

To the teacher:

One of the objectives of the Outdoor Education program is to develop an increased awareness in pupils of the natural environment. One method of measuring an increased awareness is to take a nature walk at the beginning of the course (first week) and record all of the observations that the pupils make. At the end of the course (last week), take the same nature walk and again record all of the pupils' observations. Each time your directions should be identical. For example, you might introduce the nature walk in this manner: "Children, this morning we are going to go on a nature walk. I want you to tell me everything that you see while we are on the walk. I will keep a list and we will talk about it when we get back. Be sure to tell me everything that you see."

Send this list to the Research Office immediately upon completion in July.

School ____________________

Teacher ____________________

NATURE WALK

FIRST WEEK	LAST WEEK
Number of children on walk ________	Number of children on walk ________
List items observed (use back or extra sheets if necessary):	List items observed (use back or extra sheets if necessary):

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE TUITION SCHOLARSHIP PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
C. H. Horn, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1971

25.00

THE TUITION SCHOLARSHIP PROGRAM
SUMMER, 1971

SUMMARY

The Tuition Scholarship program was designed to provide an opportunity for continuation of study skills and field experiences for 729 disadvantaged students. Most of the children were black and came from the northeast area of Wichita, Kansas.

The staff involved in dispensing the scholarships consisted of the coordinator of ESEA Title I, local principals, counselors, and teachers.

It has been recommended that the program be extended for another year for more students. Also, teachers, counselors, and principals should be informed of procedural changes and information at the earliest possible date.

25.01

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

The Title I project in Wichita was designed to focus on the needs of culturally and educationally disadvantaged children in school attendance areas with high concentrations of low income families.

The most critical needs in the Title I areas related to the ability to read, comprehend, and communicate.

Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

Prior to the beginning of summer school, 1966, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session.

Summer projects have been developed to provide programs which will keep children involved in school activities. Smaller classes with a more informal environment than would be possible in the regular school year are provided.

One of these summer projects is the Tuition Scholarship program.

When Title I funds became available, a group of school officials established a Tuition Scholarship program which would extend the services for disadvantaged youths during summer school.

Scholarships were made available in the summer of 1966 for children from pre-school through the twelfth grade. The program was called Tuition Scholarship because it was felt that parents would feel that this was a special honor to have their children chosen for a scholarship, rather than just being offered a free program during the summer months. The program has continued to follow this basic philosophy.

25.02

PROGRAM DESCRIPTION

Scope

The goals of the Tuition Scholarship program were to provide an opportunity for reinforcement of learning in the area of basic essential skills, to foster a continuation of study skills for children who would otherwise regress academically during the summer months, and to promote a wide variety of summertime field experiences for disadvantaged children.

Tuition scholarships were offered to 392 disadvantaged students to attend pre-kindergarten and elementary classes, and 377 tuition scholarships were offered at the secondary level to 337 students. The scholarships were for summer classes in reading, languages, swimming, recreation, arts and crafts, mathematics, music, ecology, government, typing, history, and drivers education.

Personnel

The coordinator of the ESEA Title I program was in charge of this program. Secondary tuition scholarships were dispensed by junior and senior high school counselors, while elementary school principals granted the tuition scholarships on the elementary and pre-school levels.

Procedures

Each tuition scholarship paid for tuition and fees for pupils from the target area to the regular summer school program. Teachers, counselors, and principals determined the interest, need, and eligibility of scholarship recipients.

Tuition and fees on the secondary level ranged from $9.00 to $19.50 per class and included book rental for a two-hour course. Two scholarships were allowed if the class was a four-hour course.

Each tuition scholarship at the elementary level was worth $9.00, which paid for a one-hour course.

Budget

The total amount allocated for this program was $13,200.00. This included $5,400.00 for 600 elementary tuition scholarships at $9.00 each and $7,800.00 for 400 secondary tuition scholarships at $19.50 each.

EVALUATION

Tuition scholarships were provided to students to attend summer school programs as provided by the allocation of funds for scholarships.

Table 25.1 gives an approximate numerical breakdown of the number and race of students in each grade level who received a scholarship at the secondary level. Also listed is whether the student was in the public or non-public school system before being granted a scholarship. Data were insufficient to give the same breakdown for the students receiving elementary scholarships, but 554 scholarships were granted to 392 students. Of these students, 117 were white, 263 were black, ten were Spanish Mexican, and two were American Indian. There were 165 males and 227 females. Table 25.2 lists the subject area, number of scholarships, and how many students in each category.

TABLE 25.1

GRADE LEVEL, RACE, AND SCHOOL AFFILIATION OF STUDENTS GRANTED SECONDARY TUITION SCHOLARSHIPS

N=337

	Grade Level						Race*						
	7	8	9	10	11	12	1	2	3	4	5	Public	Non-Public
Total	55	47	61	46	96	32	45		278	10	4	335	2

*1=Caucasian, 2=Oriental, 3=Black, 4=Spanish Mexican, 5=American Indian

TABLE 25.2

SUBJECT, NUMBER OF SCHOLARSHIPS, AND NUMBER OF STUDENTS RECEIVING ELEMENTARY TUITION SCHOLARSHIPS

Subject	Number of Scholarships	Number of Students
Arithmetic	17	11
Arts and Crafts	83	53
Career Opportunities	88	22
Drama	48	24
Foreign Language	3	3
Math and Science	4	2
Music	114	90
Reading	3	3
Speech Therapy	73	73
Swimming	18	18
Typing	93	93
Total	554	392

RECOMMENDATIONS

The large number of students accepting tuition scholarships indicates the success in attaining the objective. The total number of students in the program indicates that there should be no doubt that this program should continue. During the evaluation several minor problems were disclosed. However, solutions and suggestions of teachers and counselors have been included in the following recommendations:

- That the program be continued and expanded to include more students.
- That teachers, counselors, and principals be informed of procedural change and information at the earliest possible date.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE SPECIAL EDUCATION TUITION SCHOLARSHIP PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
C. H. Horn, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1971

SPECIAL EDUCATION
TUITION SCHOLARSHIP PROGRAM
SUMMER, 1971

SUMMARY

The Special Education Tuition Scholarship program was designed to provide an opportunity in the area of basic skills and a variety of summertime field experiences for handicapped children.

The area of study involved in the summer program included speech, hearing, EMH, and the Metro school.

The staff involved in dispensing the scholarships consisted of the coordinator of ESEA Title I, local principals, counselors, and teachers.

It has been recommended that the program be extended for another year for more students. Also, teachers, counselors, and principals should be informed of procedural changes and information at the earliest possible date.

26.01

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

The Title I project in Wichita was designed to focus on the needs of culturally and educationally disadvantaged children in school attendance areas with high concentrations of low income families.

The most critical needs in the Title I areas related to the ability to read, comprehend, and communicate.

Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

Prior to the beginning of summer school, 1966, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session.

Summer projects have been developed to provide programs which will keep children involved in school activities. Smaller classes with a more informal environment than would be possible in the regular school year are provided.

One of these summer projects is the Special Education Tuition Scholarship program.

After ESEA Title I funds became available, local school officials established a summer scholarship for special education pupils which would extend the services of children with speech, hearing, and mental handicap problems during summer school.

Special Education Scholarships were made available in the summer of 1967 for children from pre-kindergarten through the twelfth grade. The program was kept separate from the regular scholarship program to call attention to the fact that ESEA Title I funds were being allocated for programs of this type and also because the amount of money each recipient received was several times greater than those monies allocated for general tuition scholarships.

PROGRAM DESCRIPTION

Scope

The goals of the Special Education Tuition Scholarship program were to provide an opportunity for reinforcement of learning in the area of basic essential skills, to foster a continuation of study skills for children who would otherwise regress academically during the summer months, and to promote a wide variety of summertime field experiences for handicapped children.

Special Education Scholarships were offered to 121 handicapped students to attend summer programs in speech, hearing, and EMH. Sixty-one scholarships were granted for speech, 35 for EMH, 23 for hearing, and ten for the Metro School.

Personnel

The coordinator of the ESEA Title I program was in charge of this program. Scholarships were dispensed by the Special Education Department of the local school system. Area principals and counselors determined the interest, need, and eligibility for scholarships on the advice of teachers, speech clinicians, and EMH teachers.

Procedures

Each scholarship paid for tuition and fees (only $78.00 for hearing) for pupils from the local school system to the summer school program.

Approximately 71 tuition scholarships costing $37.00 each were allocated to the Title I target area schools for speech therapy, 23 scholarships were awarded to students in the hard of hearing program with the parent paying $15.00 and the tuition scholarship $78.00. Approximately 35 scholarships costing $27.00 each were awarded to students to attend special education classes in the summer program and ten scholarships costing $92.00 each were awarded to students to attend the Metro School.

Budget

The total amount allocated for this program was $7,238.00. This included $3,168.00 for 88 speech therapy tuition scholarships at $36.00 each, $2,340.00 for 30 hearing impaired tuition scholarships at $78.00 each (parent pays $15.00 each), $810.00 for 30 EMH tuition scholarships at $27.00 each, and $920.00 for ten Metro School tuition scholarships at $92.00 each.

26.03

EVALUATION

Special Education Tuition Scholarships were provided to students to attend summer school programs as provided by the allocation of funds for scholarships.

Tables 26.1 and 26.2 give an approximate numerical breakdown of the sex, number, and racial origin of students in each grade level who received scholarships.

TABLE 26.1

GRADE LEVEL OF STUDENTS AWARDED SPEECH, HEARING, METRO, AND EMH SCHOLARSHIPS

N=141

							Grade Level									
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	EMH	Total
Speech	10	22	19	4	4	2	2	3	1						4	71
Hearing	8	7	4	3			1									23
EMH						1	4	3	3						24	35
Metro												7	3	2		12
Total	18	29	23	7	4	3	7	6	4			8	3	2	28	141

TABLE 26.2

RACE AND SEX OF STUDENTS AWARDED SPEECH, HEARING, METRO, AND EMH SCHOLARSHIPS

N=141

			Race*			Sex	
	1	2	3	4	5	Male	Female
Speech	34	1	34	2		42	29
Hearing	22		1			10	13
EMH	9		26			16	19
Metro			12			9	3
Total	65	1	73	2		77	64

*1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish Mexican, 5=American Indian

RECOMMENDATIONS

The large number of students accepting Special Education Tuition Scholarships indicates the success in attaining the objective. The total number of students in the program indicates that there should be no doubt that this program should be continued. During the evaluation several minor problems were disclosed. However, solutions and suggestions of teachers and counselors have been included in the following recommendations:

- That the program be continued and expanded to include more students.
- That teachers, counselors, and principals be informed of procedural change and information at the earliest possible date.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
HOME DECORATION AND
IMPROVEMENT PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
C. H. Horn, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1971

HOME DECORATION AND IMPROVEMENT PROGRAM
SUMMER 1971

SUMMARY

The Home Decoration and Improvement program was designed to provide jobs for girls too young to find summer employment which would be beneficial to the girls, their families, and the community. During the program, six teachers guided and helped 73 disadvantaged girls to improve their homes.

The program was conducted in three local junior high home economics training centers and in the homes of the students. Students worked in small groups on different projects selected by the student, parent, and teacher. A wide selection of home improvement projects were completed during the program.

Evaluation of the program was based on on-site observation and a questionnaire filled in by the teachers.

It has been recommended that the program be continued and extended to other schools, that more care be taken in selecting participants, and that consideration be given to a change in the granting of stipends.

27.01

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

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The most critical needs in the Title I areas related to the ability to read, comprehend, and communicate.

Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

Prior to the beginning of summer school, 1966, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session.

Summer projects have been developed to provide programs which will keep children involved in school activities. Smaller classes with a more informal environment than would be possible in the regular school year are provided. One of these summer projects is the Home Decoration and Improvement program.

In 1968-69, a group of local school officials decided that a summer program was needed to fill a need for girls who were too young to find summer employment. The Home Decoration and Improvement program in the Title I target area was designed to be beneficial to the girls, their families, and the community.

The Home Decoration and Improvement program was first introduced in the summer of 1969 and has continued in the original form with just minor changes such as: only eighth and ninth grade girls 15 years and younger would be selected; no girls would be allowed to repeat the program unless there was a lack of eligible students to fill the open positions, and Workmen's Compensation Insurance was provided for the girls.

PROGRAM DESCRIPTION

Scope

Seventy-six girls living in the target area participated in the program. The girls ranged in age from 12 to 15 years.

One goal of the Home Decoration and Improvement program is to provide eighth and ninth grade girls with skills and learning necessary to improve the interiors of their homes by enabling them to: use and care for the equipment necessary to perform a task of home decoration and improvement (sewing machines, paintbrushes, needle and thread, etc.); plan a decorating or improvement project; estimate the cost of a decorating or improvement project; use approved procedure in performing small home decorating or improvement tasks. Another goal of the program is to prepare the students to apply learned skills, as measured by their completed projects, in making repairs and projects for their own homes and for other homes in the community.

Personnel

Two home economics teachers were employed to conduct the program at each center. One of these teachers taught at the center during the regular school year, allowing for better relations between the school home economics department and the summer program. The six teachers, all of whom were white, were each responsible for consulting, guiding, and helping students. in shopping and home decoration and improvement. Also, they determined which families needed more assistance and helped the girls in the homes as much as possible with home visits. Each teacher was certified by the State of Kansas and had a bachelor's degree in home economics. One teacher had her master's degree. Each teacher worked five hours per five-day week for eight weeks, except one who was appointed coordinator for the total program. She was employed for six hours per day for eight weeks. This year's coordinator held the same position the preceding year. All positions were advertised in the Board of Education's vacancy bulletin and the teachers were contacted by the Director of Home Economics Education.

Procedures

The Home Decoration and Improvement program was funded for one summer. The present report is an evaluation of the program aimed at improving the knowledge and skills in home decorating and improvement of girls in the eighth and ninth grades in the Title I area.

The home economics departments at three junior high schools were utilized as training centers and work laboratories. The homes of the students were utilized as on-the-job training sites for each center. Each on-the-job training site was supervised by an older sister, mother, and/or teacher. Telephones were installed in each project center for communication with students, teachers, parents and home owners. Every other week a general information and question-and-answer period was scheduled to discuss plans for future projects and teachers received or picked up materials and supplies from the coordinator.

The theory behind Home Decoration and Improvement was to provide on-the-job training for girls in home decoration projects (mending, simple repairs, wall papering, etc.).

The classes met four hours per day (from 7:30 a.m. to 11:30 a.m.) five days per week for eight weeks. The first two hours of the first week were used to explain classroom procedures,(attendance, ideas for projects, classroom conduct, etc.), and to determine student needs in regard to the individual home repair projects. The remainder of the class period was utilized by the two teachers in making home visits to explain the program's worksheets, applications for service projects, etc. (see Appendix) to each student's parent(s) and to request their help with the program.

It was explained to the parent during the first week of class that:

1. Each person received a stipend of $2.50 per day for 40 days if they completed the program.
2. If a student was tardy she would be penalized 75 cents for tardiness, and calls to the home would be made if the student was not in class by 8:00 a.m.
3. Continued tardiness would result in a home visit by the teachers to remind the parents of the stipend and their responsibility to see that students attended class.
4. Any fighting resulted in expulsion from the class and any portion of a project left at school would be forfeited along with the entire stipend.

Since there were two teachers per 25 students and one had to remain at the school, it was necessary to have parental help. The class schedule was organized to allow two hours of each day for lab work to be done in the school, and two hours for work to be done in the home. In each class, the girls were allowed to divide themselves into groups of four or five. It was then up to the group to decide upon a work schedule. The group could work on one girl's project until it was completed or the girls could alternate projects. No girls were allowed to work in another girl's home during school hours unless an adult woman was present.

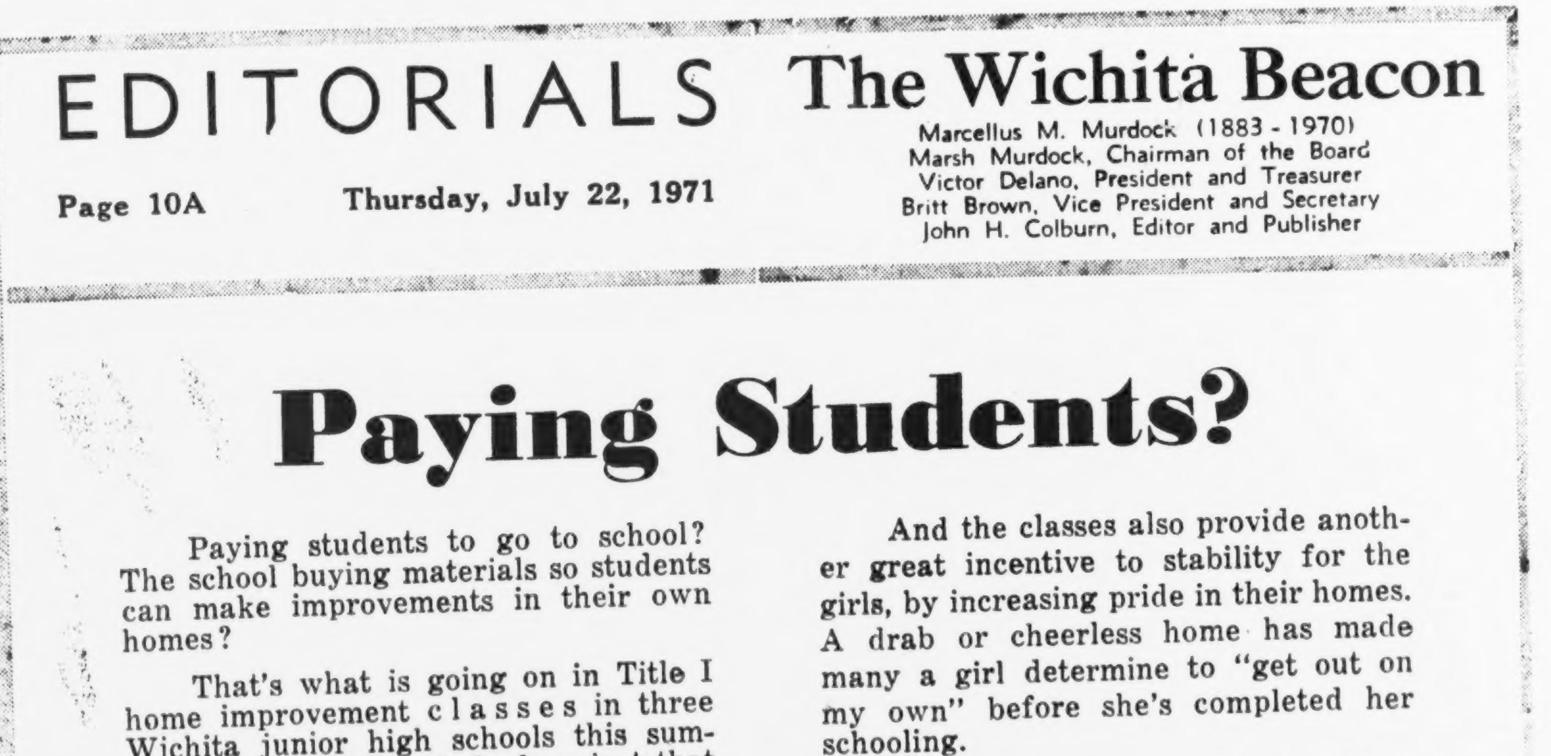
Some specific projects in the program were:

1. Designing and constructing curtains;
2. Mending, repairing, and constructing household linens;
3. Cleaning rugs and carpets;
4. Painting and refinishing furniture;
5. Cleaning, arranging and decorating a room;
6. Painting and/or papering rooms;
7. Taking supervised shopping trips to purchase fabrics, paint, used furniture, etc.;
8. Designing and making accessories;
9. Constructing floor coverings from carpet scraps;
10. Making repairs to small items such as electrical cords.

Fifty dollars was allocated for supplies for each project, and each girl was at some time in the program able to accompany the teacher on a shopping trip to purchase needed items. The total number of project sites served was 72.

Parents in the community were involved in the program by signing applications for students' enrollment, providing transportation for their daughters, helping with work in the home and doing work that required use of a ladder, signing applications after deciding with teachers what projects should be undertaken (job work sheets), having an adult woman present in the home when girls other than their daughters were there to work on the home, being encouraged to come to school - although no formal parent conferences were held, and being notified of student's attendance record (see Appendix). If rented property was involved, the owner's permission was obtained before work began. Also, area stores were contacted and designated as stores where supplies could be bought. Several of the stores gave discounts to the classes.

Articles in the local newspaper informed the community of the program's activities and are as follows:



EDITORIALS

Page 10A Thursday, July 22, 1971

The Wichita Beacon

Marcellus M. Murdock (1883 - 1970)
Marsh Murdock, Chairman of the Board
Victor Delano, President and Treasurer
Britt Brown, Vice President and Secretary
John H. Colburn, Editor and Publisher

Paying Students?

Paying students to go to school? The school buying materials so students can make improvements in their own homes?

That's what is going on in Title I home improvement classes in three Wichita junior high schools this summer. And it is that kind of project that gives some hope that government and schools really can break out of old patterns of doing things, and bend their abilities and resources toward helping the student gain a new interest in school and learning.

Girls, ages 12 to 15, are paid $100 if they have perfect attendance in the eight-week course. This added incentive to stay in school may help some of these girls, who are from poverty-level homes, learn to stick with a course of study until they realize a joy of accomplishment. This could keep some of the girls working at their winter-time academic courses with greater persistence.

Moreover, for these girls, the $100 may supply another aid to staying in school, by providing needed funds for school supplies and clothing. Instead of the dread with which many poor children greet school, because of money problems, these girls may enter with a new self-confidence thanks to the money they earned this summer.

And the classes also provide another great incentive to stability for the girls, by increasing pride in their homes. A drab or cheerless home has made many a girl determine to "get out on my own" before she's completed her schooling.

If the government and schools had worked in more accustomed ways, they might have created jobs for the girls in the school or somewhere else in the community, doing make-work tasks that would not help them develop personally. To teach them skills in decorating their homes is giving them something that will help them and their families for as long as they live.

The program has been in operation for three years, along with a similar one on home maintenance and repair for boys. It would be great if both programs could be expanded to take in all the Wichita children who need them and would be interested. And if there were enough money, it would be good to quit dividing classes along traditional sex roles, and allow either boys or girls to take decorating or repair classes.

But for a beginning, it's a great idea, which holds as much hope for people-improvement as home-improvement.

Program Affords New Outlook for Teen-Age Girls

modern living
The Wichita Eagle and The Beacon
July 18, 1971

Yards and yards of multicolor material draped over chair and tables. A sewing machine's busy noise. The chatter of talkative girls. Carefree laughter above the splash of water as hands and faces are cleaned of paint.

A silent appraisal of work accompanied by the rattle of an empty spray can. Spreading dark wood stain and wiping with a sponge, one girl works alone completely absorbed in her task. And in the background, there is music.

These are the sights and sounds of a Title I program for junior high school girls taking place this summer in three Wichita schools. The Home Improvement classes are being held at Jardine, Roosevelt and Horace Mann junior high schools, with enrollment limited to 25 students in each class. Girls must reside in a Title I areas and be between the ages of 12 and 15.

THERE ARE NO formal lessons or tests, explained Barbara Klish, coordinator, but with two instructors for each class, "we can work with the girls individually. Even the poorest student can benefit."

At the beginning of the eight-week course, the class visits the homes of the students to talk to the mothers about the project. Each girl decides which room she would like to work on and what is needed. On the first visit, the students take the opportunity to measure windows and room size.

Instructors help the girls decide what is needed in each room. In one instance, the girl's room had no lighting. The girl's father was enlisted to do some wiring, and plastering and light fixtures were purchased for the room. Items such as material, furnishings and paint are purchased with project funds. This gives the students an opportunity to learn "first hand" how much can be done with a limited amount of money. "They keep a record of what they spend," Mrs. Klish said. "The amount varies with each room, but it's usually from $25 to $45."

ALTHOUGH the girls shop for their fabrics, the instructors do the preliminary shopping for furniture, bringing back sketches and descriptions of items they have located. They visit several second-hand furniture stores in their search for chests, bedside tables, chairs and dressers.

A major part of the course centers around their ability as seamstresses and the girls are encouraged to make bedspreads, curtains and drapes for their rooms. "We also encourage them to save any scrap of material which can be put to other uses. Sometimes, a girl will have enough material left to make a skirt for school. We show them how they can add a bright print border to sheets and pillowcases. One student did this as a gift for her mother."

SEWING PROJECTS and furniture painting and refinishing is done at the school under supervision. "The girls aren't graded on their work, but the workmanship must be of good quality," the instructor pointed out. "This is handled more like a job (for the girls) than a classroom."

Even though the girls are too young to compete in the summer job market, they are learning more than home improvement. At the end of the course, each girl who has had perfect attendance or made up excused absences will receive a stipend of $100. This is $2.50 a day, but a student can be docked if she is tardy.

"The stipend has virtually eliminated the attendance problem," Mrs. Klish said. It has given the students a more purposeful attitude toward their work and an additional value to their projects.

Fifteen - year - old Susan summed her experiences with the program by saying, "I learned how to sew better and do things on my own."

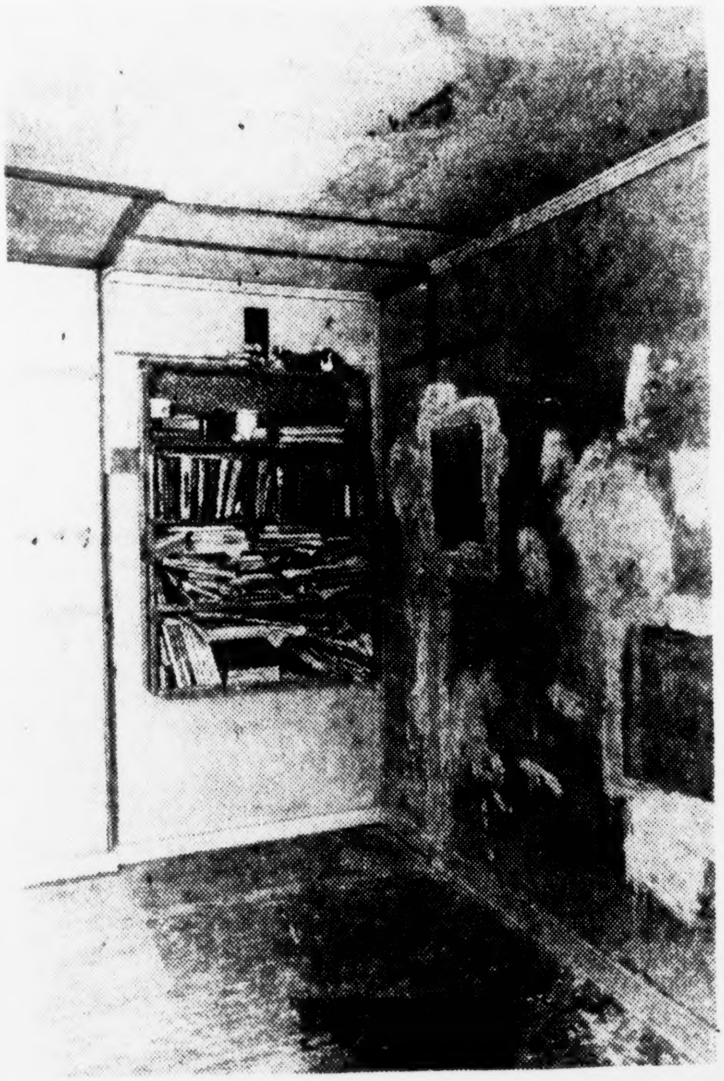
Regina, 13, also said she had improved her sewing and added that she had learned about "getting along with everybody. "I got a lot of confidence, too." Both girls, as with most of their classmates, will be using the stipend to improve their school wardrobes.

SUSAN WILL be entering high school this fall and said that part of her stipend will be used for school expenses. She has been working on curtains, bedspread and a set of wall shelves for her room.

Regina, who thought the family living room was "plain and needed some work done on it," has made drapes for the entry and is slipcovering a

Turn to Page 3D, Col. 4

(Continuation of the article on Home Decoration and Improvement, which appeared in The Wichita Eagle and The Beacon, July 18, 1971.)



A summer course in home improvement for girls is nearing completion at three Wichita junior high schools under a Title I program administered by the Board of Education. Picture at left shows the way 14-year-old Jackie's room looked after repairs and before redecorating. At right, Jackie uses fingernail as a paint remover. Finished room, below, has pale blue walls, bright floral curtains and toss pillows with an accent of pink. Furniture was painted, a dark turquoise and antiqued. **(Staff Photos)**

(Continuation of the article on Home Decoration and Improvement, which appeared in The Wichita Eagle and The Beacon, July 18, 1971.)

SEWING SKILLS PERFECTED

. . . Bedspreads, drapes coordinated . . .

Junior High Girls Gaining Skills, Earning in Title I Summer Classes

Continued from Page 1D

chair to match the drapes. The walls and trim have been painted to match the drapes. The walls and trim have been painted a shade called "Gibraltar" green. Her other projects include antiquing a chair for her mother and two bedside tables for her own room.

One of the most creative aspects of the girls' work is the making of rugs. "We visit the discount carpet stores and raid their trash can," is the way Mrs. Klish described the acquisition of material. The girls work out their own designs for the rugs, which are usually about the size of a worktable. Backing for the rug is usually the wrapper off of rolls of carpet, although the instructor pointed out that burlap could be used for this. A latex adhesive is spread on the backing and then the pieces of carpet are fitted on according to design, generally a mosaic or geometrical motif.

Staff Photos by Anthony Reed

REFINISHING SERIOUS BUSINESS

. . . Old Chest given new look . . .

FUNDED BY Title I money under the direction of the Wichita Board of Education, this program is evaluated each year and is considered one of the better summer projects. It was started three years ago, as a result of the proven success of a similar project for boys, Home Improvement and Repairs, which deals with maintenance and home repair.

But the individual evaluation by the students comes at the close of the summer when their various projects begin to merge into a completed room. "We don't really see their reaction until all the things are ready to go home."

The program begins with one girl, but her influence will reach the family, neighbors and friends at school. When you visit one of these homes it is easy to understand the hopeless, helpless inability to cope. The result of one project has been a new room. Similar projects are under way in several homes.

One mother expressed this simply, saying, "Sometimes you just need a push to get started." Boost might have been a better word.

(Continuation of the article on Home Decoration and Improvement, which appeared in The Wichita Eagle and The Beacon, July 18, 1971.)

The additional equipment and materials not existing in the training centers included paintbrushes, paint scrapers, paint rollers, hammers, screw drivers, paint, paint remover, carpet scraps, lumber, old desks, old chest of drawers, and wallpaper. Equipment and materials cited above were purchased from local merchants as the need arose. Charge accounts were opened at several of the businesses for classes to purchase needed supplies.

Handout instructional sheets on how to construct curtains, bedspreads, tablecloths, hosiery bags, pillow cases, etc., were developed and passed out to the students. Additional instructional aids were obtained from local merchants such as booklets on how to apply interior-exterior paint, wall paint, and how to use antiqueing and woodworking kits.

Budget

The total cost of the Home Decoration and Improvement program was $20,210.00 for eight weeks. Title I provided the funding for this program. Of the total amount, $8,153.00 was allocated for personnel salaries, $4,200.00 for supplies, $7,500.00 for work incentive stipends, $257.00 for mileage, and $100.00 for phone connections.

It should be remembered that pre-existing home economics classrooms were utilized as work areas and that the cost of approximately $277.00 per pupil would be considerably higher for the initial development period of a program without these facilities and/or equipment.

EVALUATION

The objectives of this program are as follows:

1. Pupils in the Home Decoration and Improvement program will gain knowledge of the use and care of equipment necessary for home decoration projects (sewing machines, paintbrushes, etc.) as measured by teacher observation.
2. Pupils in the Home Decoration and Improvement program will increase the economic value of their homes or furnishings by performing specific tasks in decoration, maintenance or repair. Increase in value is to be measured by the costs of project materials.
3. Pupils in the Home Decoration and Improvement program will become more aware of the personal satisfaction derived from more attractive surroundings as measured by teacher observation of pupil response.
4. Pupils in the Home Decoration and Improvement program will become more aware of the desirability of good work habits as measured by teacher observation of pupil response.

The students were chosen from the seventh, eighth, and ninth grades and were under 15 years of age. There were chosen by their high school teachers, counselors, and/or principals.

A total of 76 girls enrolled in the program. One girl withdrew because of family problems, one moved, and two did not finish for disciplinary reasons. Table 27.1 shows demographic data on participants.

TABLE 27.1

GIRLS ENROLLED IN HOME DECORATION AND IMPROVEMENT PROGRAM

N=73 N=11320 hours

Training Center	Number in Class	Grade			Race*					Public	Non-Public	Attendance	
		7	8	9	1	2	3	4	5			Present	Absent
Jardine	24	1	18	5	9		9	2	4	24		3600	200
Horace Mann	25		19	6	8		14	3		25		3936	64
Roosevelt	24	1	12	11	5		17	2		24		3336	184
Total	73	2	49	22	22		40	7	4	73		10,872	448

*1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish Mexican, 5=American Indian

Thirty percent of the girls were Caucasian, 55 percent were black, ten percent Spanish Mexican, and five percent American Indian. There were no Oriental students enrolled in the program.

Two girls were added to the program during the first two weeks of the program from a list of alternates. Each new girl was allowed to make up time missed by performing work at home under supervision of an adult woman.

Since a stipend was paid to each student completing the program, teachers were asked to estimate the percent of students who enrolled because of the stipend (see Appendix). Responses recorded in Table 27.2 indicate that the stipend was a factor in encouraging enrollments. Also a deterrent to unnecessary tardiness and absenteeism was the fact that 75 cents was deducted for tardies and $2.50 for each absence. Of the 11,320 class hours (see Table 27.1), only 448 hours were missed because of absence. This represents an absence rate of 3.9 percent. This compares with a rate of 1.7 percent last summer. Forty-four students had perfect attendance and the 448 hours missed were distributed among 29 students. This was very interesting because many of the students had large records of absences in the regular school term.

Most students reported that they planned to use the monies received to buy clothing. Other uses reported were: give some to family, buy other items for home decoration, put some in savings, pay school fees, and buy gifts.

Excused absences (doctor appointment, funeral, sickness, etc.) could be made up by doing extra work in the home. The mother signed a job work sheet with the amount of time devoted to the job and a description of the work (cleaning oven, washing and waxing floor, doing the washing, cleaning a room, washing window, rearranging furniture in a room or cleaning refrigerator).

TABLE 27.2

PERCENT OF STUDENTS ENROLLED BECAUSE OF $100 STIPEND

Training Center	0% - 25%	26% - 50%	51% - 75%	76% - 100%
Jardine		X		
Horace Mann		X		
Roosevelt			X	

The main purpose of the program was to provide summer jobs for girls too young to work and to benefit the homes and families of the girls.

Disadvantaged girls from low income homes were selected as the participants in the program. Five comments and reactions to the program were furnished by students, teachers, and parents to the evaluator and are presented as follows:

> "I didn't know there was so much work taking care of a house." (student)
>
> "I think the program is one of the better federal programs developed. It gives the students something to do during the summer and teaches them some skills they can use around the house." (parent)
>
> "____________ did a real good job. She always did what she was told to do and enjoyed it." (teacher)
>
> "I'm going to use some of my money to buy a storm door for my house and the remainder to buy school clothes." (student)
>
> "This program allows a student to see that there are other people who have less than them. Also you should see the expressions on the faces of some girls when they go into a department store to shop for supplies for the first time." (teacher)

The comments and reactions to the program reported by students, parents, and teachers to the evaluator seem to indicate the favorable attitude that the community has toward the program and the desire to have it continue.

At the beginning of the program a questionnaire (see Appendix) was distributed to the teachers and during the course of the program, interviews and conferences were held with students, parents, teachers, and a coordinator by the evaluator. Also, on-site observations were made by the evaluator. Certain items on the questionnaire lend themselves to tabulation. The questions and responses follow in Table 27.3 and Table 27.4.

According to Table 27.3, most of the girls were rated average or above in the knowledge and application of knowledge on these items which were designed to measure the first objective. The second objective was met as measured by the extent of material provided since approximately $50.00 was allocated for each project. Also the cost of labor would increase the amount but it is difficult to measure this cost in a program of this type. Table 27.4 gives the attitude of participants as noted by the teachers. It indicates that objectives three and four were met to some degree. One student regressed in attitude toward home and one toward work, while 27 students improved in attitude toward home and 19 toward work.

TABLE 27.3

TEACHER RESPONSES TO STUDENTS' KNOWLEDGE

N=73

	Extent of knowledge									
	Superior		Above Average		Average		Below Average		Inferior	
Description of knowledge	#	%	#	%	#	%	#	%	#	%
1. Has knowledge of the use and care of equipment necessary to perform tasks of home decorating and improvement (sewing machine, paint brushes, etc.).	14	19	15	21	38	52	4	5	2	3
2. Has knowledge of planning a decorating or improvement project.	3	4	19	26	45	62	6	8	0	0
3. Has knowledge of estimating the cost of a decorating or improvement project.	3	4	3	4	64	88	3	4	0	0
4. Makes effective application of knowledge of equipment in performing home decorating or improvement tasks.	10	14	18	25	33	45	11	15	1	1
5. Uses approved procedure in performing small home decorating or improvement tasks.	7	10	19	26	36	49	11	15	0	0
6. Has developed a plan for a home decorating or improvement project.	2	3	16	22	52	71	3	4	0	0
7. Has estimated the cost of materials used in a home decoration or improvement project.	1	1	5	7	63	86	4	5	0	0

Note: Percents may not total 100 because of rounding.

TABLE 27.4

TEACHER RESPONSES TO CHANGE IN PUPIL ATTITUDE

N=73

	Number of Responses											
	Beginning of Program						End of Program					
	Good		Fair		Poor		Good		Fair		Poor	
Description of Attitude	#	%	#	%	#	%	#	%	#	%	#	%
Toward own house	43	59	15	21	15	21	61	84	12	16	0	0
Toward work	36	49	27	37	10	14	48	66	21	29	4	5

Note: Percents may not total 100 because of rounding.

RECOMMENDATIONS

The responses from the questionnaire, parents, and observations by the evaluator indicate the success in attaining the objectives. This program should continue because it is very practical for the participants and beneficial to the community. During the evaluation several minor problems were disclosed.

The following recommendations are made on the findings:

- That the program be continued and expanded to include more schools and students.
- That more consideration be given to selecting participants.
- That consideration be given to modifying rules for granting stipends.

APPENDIX 27

27-A1

Date ____________________

APPLICATION FOR HOME DECORATING AND IMPROVEMENT SERVICES (BY PROPERTY OWNER AND TENANT, IF ANY)

TO: Wichita Public Schools
Home Decorating and Improvement Program
____________________ Wichita, Kansas

The undersigned owner and tenant (if any) at residence described below, requests the furnishing of work and services by enrollees in the School System's Home Decorating and Improvement Program, which is to provide "on-the job" practical experience and training of youth in work skills as learned in minor home improvement and decorating trades, as follows:

Residence Address:	Nature of Work or Service Desired
____________________	____________________
Wichita, Kansas	____________________

THE UNDERSIGNED AGREES TO THE FOLLOWING TERMS AND CONDITIONS UNDER WHICH THE SCHOOL SYSTEM MAY, IF CONVENIENT AND PRACTICAL, SUPPLY ENROLLEES TO PERFORM THE REQUESTED MINOR HOME DECORATING AND IMPROVEMENT WORK OR SERVICES:

1. Owner will purchase and furnish at his own cost all building repair and improvement materials and supplies necessary to perform the work and service he desires, except: ____________________
____________________ ____________________
____

2. The School System and its Enrollees will furnish hand tools and shall make no charge for work or services of enrollees or others furnished under this request or application.

3. In consideration of the furnishing of work and services under this request or application (without charge), the undersigned does hereby waive, release, and acquit Unified School District No. 259 (Wichita), Sedgwick County, State of Kansas (School District), its officers, employees, agents, and enrollees, severally and jointly, and further convenants and agrees with said school district, its officers, employees, agents, and enrollees, severally and jointly, that I/we will never institute any claim, demand, suit, or action at law or equity against said parties, either severally or jointly with other persons, for damages, costs, loss of services, expenses, or compensation for or on account of or which may or be claimed to have resulted from or in connection with the work and services furnished and done (either directly or indirectly) pursuant to this request and application; and the undersigned further convenants and agrees to protect, save harmless and indemnify the school severally, from all and every claim, demand, action, cause of action, and suit for recovery of damages or breach of contract of any kind or character whether for loss or injury to persons or property, resulting from the work and services done or to be done in connection with this request and application.

27-A2

APPLICATION SUBMITTED UPON THE FOREGOING TERMS AND CONDITIONS AND SUBJECT TO ACCEPTANCE IN WRITING BY THE WICHITA PUBLIC SCHOOLS

TENANTS' CONSENT AND JOINDER IN APPLICATION	OWNER-APPLICANT(S)
______________________________	______________________________
Name	Name
______________________________	______________________________
Address: __________________	Address: __________________
Wichita, Kansas ______________	Wichita, Kansas ______________
Phone: ______________	Phone: ______________

* * * * * * * *

ACCEPTANCE OF APPLICATION (Mail to Owner and Tenant, if any)

Arrangements are being made to furnish Enrollees for the work and service for minor home decorating and improvement services requested above, subject to Owner-Tenant furnishing building repair and improvement materials and supplies and the further limitation of work and services, if any, as follows:

____

____

____

Date: ______________ By ______________________________

Home Decorating and Improvement Program
Home Economics Department,
Wichita Public Schools

27-B1

JOB SHEET

Name ____________________

Address ________________

Telephone No. ___________

Date ____________________

____

Teachers:

Room Number:

Workers	Jobs	Starting Time	Finishing Time
1.			
2.			
3.			
4.			
5.			

Owner's Comment:

Signature ______________________________

27-C1

Dear

This is a brief report to inform you of ________________'s attendance in Home Improvement class.

The $100.00 training stipend is dependent on good attendance and use of time in class. Deductions of $2.50 are made for each absence ($2.50 X 40 class days = $100.00) and 75¢ for each unexcused tardy. Excused absences can be made up, if the student wishes, by checking with the instructors for jobs that can be done at home.

________________ has _____ absences and _____ tardies at this time. If she has not further absences or tardies, her training stipend will be $_________.

Sincerely,

Home Decorating and
Improvement Instructors

27-D1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

SUMMER 1971
EVALUATION INFORMATION FOR HOME DECORATION AND IMPROVEMENT

Return to Clarence Horn, Research Department by July 16, 1971.

School ______________________ Teachers ______________________

____

1. How many different project sites were included in the program at your school? ____________

2. List examples of projects on which pupils worked.

____

____

____

____

____

3. Estimate the percent of pupils who enrolled because a $100 stipend was offered. (Check below)

0% - 25% ________

26% - 50% ________

51% - 75% ________

76% - 100% ________

Comments: ______________________

____

____

____

____

____

4. Give any examples of the intended use of the stipend.

Comments: (From pupils' parents, etc.) ____________________

____

____

____

____

____

5. Was the monetary deduction for absences and tardies effective?

Yes __________ No __________

Comments: ____________________

____

____

6. How would you strengthen the program?

____

____

____

____

____

____

7. Would you teach in this program again?

Yes __________ No __________

Comments: ____________________

____

____

27-D3

Please list below the number of pupils in each category.

Grade level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Public School															
*Non-Public School															
Male															
Female															

*Enrolled during regular school term in private, parochial, etc.

1. Was attendance generally excellent ____________, good ____________, satisfactory ____________, unsatisfactory ____________?

2. How many children attending one or more weeks did not finish the program?

____

3. What were the reasons the pupils did not finish the program?

____

____

____

____

27-E1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION
Summer 1971

EVALUATION CHECKLIST FOR HOME DECORATING FOR GIRLS

Student ____________________ Teacher ____________________

School ____________________ Number of days absent ____________

Grade level 1970-71 ____________ Age __________ Race ____________

Description of knowledge	Extent of knowledge				
	Superior	Above Average	Average	Below Average	Inferior
1. Has knowledge of the use and care of equipment necessary to perform tasks of home decorating and improvement (sewing machine, paintbrushes, etc.).					
2. Has knowledge of planning a decorating or improvement project.					
3. Has knowledge of estimating the cost of a decorating or improvement project.					
4. Makes effective application of knowledge of equipment in performing home decorating or improvement tasks.					
5. Uses approved procedure in performing small home decorating or improvement tasks.					
6. Has developed a plan for a home decorating or improvement project.					
7. Has estimated the cost of materials used in a home decoration or improvement project.					

8. Attitude Survey

Attitude	Beginning of Program			End of Program		
	Good	Fair	Poor	Good	Fair	Poor
Toward own house						
Toward work						

Additional comments on this student:

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
HOME IMPROVEMENT
AND REPAIR PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
C. H. Horn, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1971

HOME IMPROVEMENT AND REPAIR PROGRAM, SUMMER 1971

SUMMARY

The Home Improvement and Repair program was designed to provide jobs for boys too young to find summer employment which would be beneficial to the boys, their families, and the community. During the program, six teachers guided and helped 74 disadvantaged boys to improve their homes.

The program was conducted in three local junior high school industrial art training centers and at the homes of the students. Students worked in groups on different projects selected by the parent and teacher. A wide selection of home improvement projects were completed during the program.

Evaluation of the program was based on on-site observation and a questionnaire completed by the teachers.

It has been recommended that the program be continued and extended to other schools, that more money be allowed for improving each project site, and that arrangements be made to haul away trash from project sites.

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

The Title I project in Wichita was designed to focus on the needs of culturally and educationally disadvantaged children in school attendance areas with high concentrations of low income families.

The most critical needs in the Title I areas related to the ability to read, comprehend, and communicate.

Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

Prior to the beginning of summer school, 1966, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session.

Summer projects have been developed to provide programs which will keep children involved in school activities. Smaller classes with a more informal environment than would be possible in the regular school year are provided. One of these summer projects is the Home Improvement and Repair program.

The needs of the boys and the community in the Title I target area were recognized by a local industrial arts instructor. He saw the need for a summer program for boys who were too young to find summer employment that would be beneficial to the community. Another need recognized was to improve the properties in the areas in which the students lived.

The Home Improvement and Repair program initially was called the Industrial Arts Home Improvement and Repair Program in 1967. Although the basic structure of the class is still the same, minor adjustments have been made during the past five years, such as: changing the grade and age requirements from boys in the ninth grade or higher who were fifteen years or older to boys in the eighth or ninth grade who were fifteen years or less; allowing a person to participate in the program only once in a two-year period; adding Workman Compensation Insurance coverage for the boys and varying the number and locations of the training centers.

PROGRAM DESCRIPTION

Scope

The goals of the Home Improvement and Repair program were to train boys in the skills and approved practices used in house maintenance and repair, to provide practice of learned skills in a meaningful situation while working on houses in the community, and to develop positive attitudes and pride in a well-kept house and yard.

Eighty-six boys in the seventh, eighth, and ninth grades enrolled in the program. The boys ranged in age from 12 to 15 years. All students resided in the Title I target area.

Personnel

Six industrial arts teachers formed the complete staff for the Home Improvement and Repair program. Of the six teachers, all were certified by the state of Kansas and four held Master's degrees. Each teacher's duties for the three program centers consisted of consulting and guiding the students in home repairs, determining the improvements needed on each house, obtaining the necessary supplies needed for each project, doing clerical tasks, transporting students to and from work sites, and helping the boys with repairs on the houses as much as possible. The hours spent in the program by the teachers consisted of four hours per five-day week for eight weeks. One teacher was named coordinator of the program at his training center and he was employed for one additional hour per day. Also, one teacher was named coordinator of the Home Improvement and Repair program and he was employed for a total of six hours per day. The coordinator's additional duties included: accepting calls about houses and deciding which houses to repair, coordinating work in all buildings, checking out - checking in of vehicles used in the program, helping on any special problems (locating any much-needed supplies, community problems, etc.). He also kept a complete record of materials, costs charged on the open-end accounts at certain business establishments, and coordinated publicity of the program with local news media.

Each position was advertised in the Board of Education's vacancy bulletin and final selection was based on approval of the Director of Industrial Arts Education. All six teachers were involved in the program the preceding year.

Procedures

The Home Improvement and Repair program was funded for one summer. The present report is an evaluation of that program aimed at improving the knowledge and skills in home improvement and repair by boys in the eighth and ninth grades in the Title I area.

The industrial arts departments at the three junior high schools were utilized as training centers and work laboratories. The homes of students and/or relatives and neighbors were utilized as on-the-job training sites for each center. Telephones were installed in each training center for communication between students, teachers, parents and home owners. Also, each training center required a van for transporting equipment and providing a work area at the job site.

Although not solicited, most persons provided the boys working on their homes some refreshments.

At the beginning of the program, for one evening, teachers met to discuss general organizational procedures and to collect needed forms (insurance, applications for services, attendance, etc.). Also, someone from each training center came in twice a week to deposit purchase requests and pick up additional forms and materials.

The theory behind Home Improvement and Repair was to provide on-the-job training for boys in maintaining, improving and repairing their own homes (painting, carpentry, fence repair, masonry and yard beautification).

The classes met for four hours per day (from 7:00 a.m. to 11:00 a.m.) five days per week for eight weeks. At the beginning of class sessions, students were informed of what they were going to do that day, supplies and equipment were loaded into the van. Class time was scheduled to allow approximately two hours of classroom work and two hours of on-the-job work each day.

Since there were two teachers per 25 students and each job did not require the efforts of all the students, one teacher might move between two or three job sites in one morning. Grouping of the students for their work projects was flexible. If a particular project required the efforts of all 25 students, they worked together, but lesser projects required smaller groups. For all work performed during class hours, a teacher had to be present. On each repair job, certain students were assigned to be crew chiefs. Their duties consisted of seeing that the instructions of the teacher were followed and assisting the other students with getting supplies (paint, ladders, brushes, saws, etc.).

Since class started at 7:00 a.m., students were allowed to take a short break around 9:30 a.m. During this time students could go to local grocery stores or drive-in restaurants to purchase refreshments. Students were expected to report back from break on time just as if they were on a regular job.

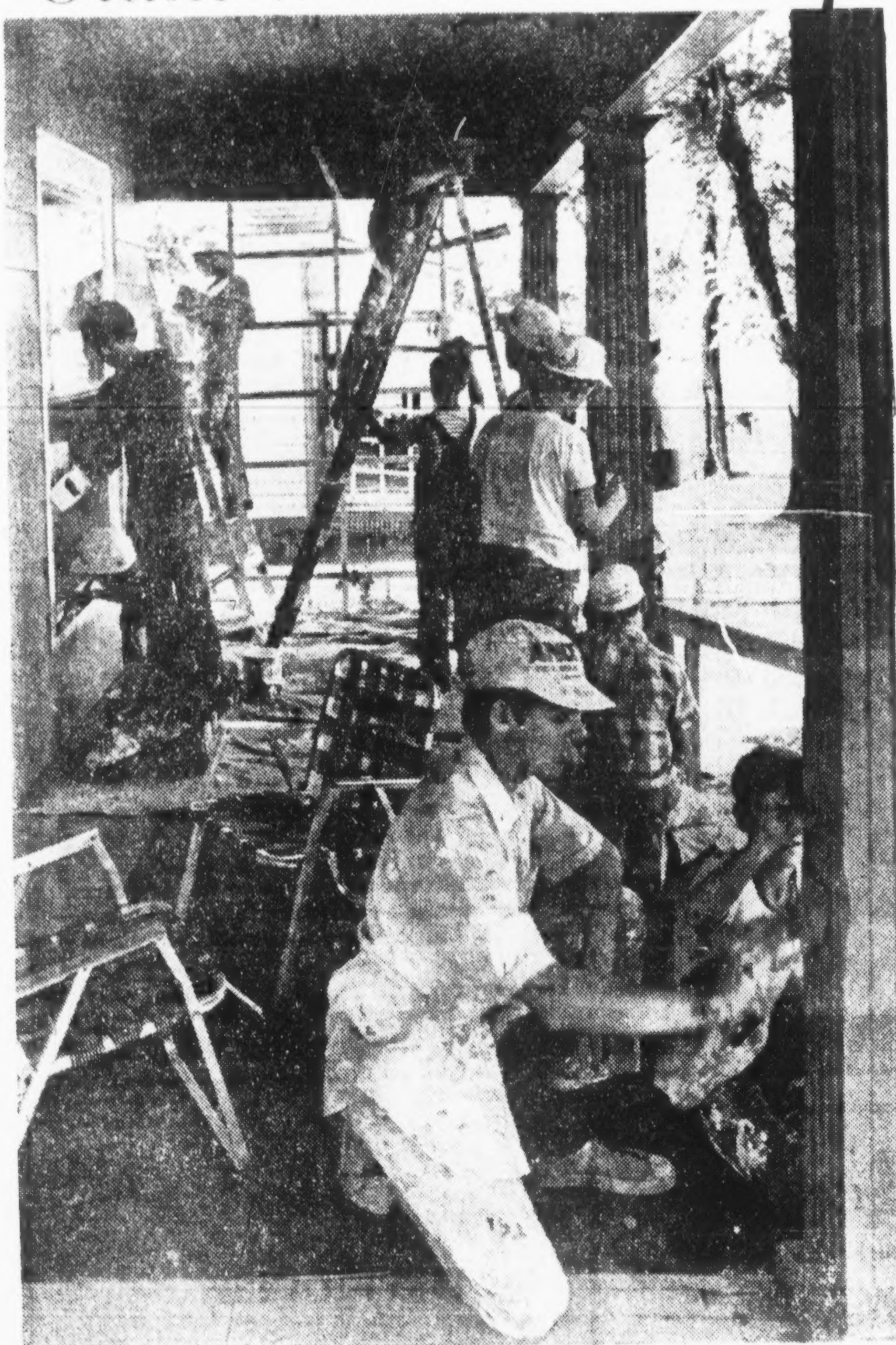
Examples of some specific projects in the program were: repairing broken window, priming and painting houses, repairing window screens, building, priming and painting fences, replacing putty around window panes, trimming shrubs, raking and cleaning yards, and preparing and painting trim.

Fifty dollars was allocated for supplies for each project, plus home-owners could supply extra monies or materials for any additional work performed on the home. The total number of project sites served was 66.

An application for home improvement and repair (see Appendix) was provided to each home owner or tenant. Also, parents were encouraged to act toward their sons and the other students as they would toward any contractor working on their homes. The parents, as well as any member of the community whose homes were being repaired, were asked to work through the teachers and could expect to have all work done to their personal satisfaction.

Several local lumber yards and stores were utilized as supply centers and a local radio station, KFDI, made an on-the-job interview with the students. Also, a local newspaper ran a story about the program as follows:

Giant Work Force Repairs Homes



Staff Photo by Anthony Reed

Giant work force mobbed porch-painting job this morning.
Multi-splotched outfits reflected completion of 17 other jobs.

By MARK GRUETZE
Beacon Staff Writer

They may not be giants themselves, but together they comprise a giant work force of painters, carpenters and handyboys.

Twenty-five students have been chosen from Horace Mann Junior High School to spend the summer fixing up their parents' houses. Strangely enough, the students were not drafted into the job — they volunteered. Twenty-five also were chosen from Roosevelt and Jardine junior highs.

The picking was done under a federal program which allows the boys to learn the basics of painting and carpentry through on-the-job training.

THE SUMMER program, which started in Wichita five years ago, allows Title I homes to be repaired. The boys supply enthusiastic labor and the government supplies the first $50 of the materials' cost. The homeowner must pay the difference if materials cost more than $50.

"We usually average about one house every other day," said M. A. Fields, one supervisor of the Horace Mann force. "We've done 17 houses in the six weeks since the program started." Fields also is head of the industrial arts department at Horace Mann.

The houses are supplied by the boys parents or, in some cases, grandmothers. Repairs and remodeling usually includes some painting or fixing up porches and doors.

OUTFITS STARTED out as basic overalls or jeans-shirt combinations, but now they are decorated with multi-colored splotches that would make an op-artist wince with jealousy.

"Our record is one big house that we painted in two hours and 50 minutes," Fields said as he waved his cigar. "It was really a big house, bigger than this one," he added, pointing to a two-story structure.

Fields explained that incident occurred early this summer when none of the boys had painted. So all 25 ganged up on the job.

"All I did was run back and forth filling up paint cans," Fields said. The group usually is divided into two task forces, so the boys won't get in each others' way, he added.

THE BOYS MOTIVE is not solely "art for the sake of art." They receive $100 for the summer's work. Workday is four hours long, starting at 7 a.m.

(from the Wichita Beacon, July 15, 1971)

Most of the small tools and equipment needed for the program were supplied by the local school system in each of the industrial arts training centers. Special equipment such as vans, ladders, walking planks, paints and brushes, rakes, shovels, etc. were purchased or rented especially for this program. Due to the type of equipment needed, every year certain equipment has to be replaced.

Budget

The total cost of the Home Improvement and Repair program was $21,354.00 for eight weeks. ESEA Title I provided the funding for this program. Of the total amount, $7,364.00 was allocated for personnel salaries, $3,750.00 for project site materials, $800.00 for hand tools needed every year, $7,500.00 for stipends, $1,840.00 for rental van expenses, and $100.00 for telephone installation.

It should be noted that pre-existing industrial arts training centers were utilized as work areas and some needed equipment was already available for this program. Therefore, the cost of approximately $288.00 per pupil would be considerably higher for the initial development period of a program without these facilities and/or equipment.

EVALUATION

The objectives of this program were as follows:

1. Pupils in the Home Improvement and Repair program will gain knowledge of the use of hand tools, sequence of procedures in repair, maintenance work, and estimating job costs as measured by teacher observation;
2. Pupils in the Home Improvement and Repair program will apply their knowledge of home repair and maintenance by performing specific tasks on project sites or in the shop as measured by teacher observation;
3. Pupils in the Home Improvement and Repair program will apply their knowledge of home repair and maintenance to increase the economic value of the project sites as measured by the actual value of materials used;
4. Pupils in the Home Improvement and Repair program will gain an awareness of the personal satisfaction derived from making the environment more attractive as measured by teacher observation;
5. Pupils in the Home Improvement and Repair program will gain an awareness of the desirability of good work habits as measured by teacher observation.

Seventy-four boys, who ranged in age from 12 to 15 years, were selected to participate in the program. The students were informed about the program through counselors and industrial art teachers in the local junior high schools. Each student selected had to reside in the Title I target area and live in a close proximity to the training center because it was reasoned that long early morning walks (approximately 6:30 to 6:45 a.m.) by boys whose parents could not easily provide transportation could quickly dampen a student's interest in the program.

Fifty-three percent of the boys were Caucasian, 42 percent black, four percent Spanish Mexican, and one percent American Indian. There were no Oriental students enrolled in the program.

Of the 86 boys enrolled in the program, four boys withdrew for disciplinary reasons, and seven for other problems. Table 28.1 (see Appendix) shows demographic data on participants.

TABLE 28.1

BOYS ENROLLED IN HOME IMPROVEMENT AND REPAIR PROGRAM

N=74

Training Center	Number in Class	Grade 7	Grade 8	Grade 9	Race* 1	Race* 2	Race* 3	Race* 4	Race* 5	Public	Non-Public	Attendance Present	Attendance Absent
Jardine	24	1	20	3	15		8		1	24		858	67
Horace Mann	25	13	8	4	22			3		25		915	24
Roosevelt	25	7	14	4	2		23			25		953	24
Total	74	21	42	11	39		31	3	1	74		2726	115

*1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish Mexican, 5=American Indian

Eleven students were added to the program during the first six weeks of the program from a list of alternates. The amount of stipend each new student received was prorated at a rate of $2.50 for each day missed.

Since a stipend was paid to each student completing the program, teachers were asked the percent of students who enrolled because of the stipend (see Appendix). Responses recorded in Table 28.2 indicate that the stipend was a definite factor in encouraging enrollments. Also a deterrent to unnecessary tardiness and absenteeism was the fact that 75 cents would be deducted for more than three tardies and $2.50 per day deducted for absences. Any fighting would result in expulsion from the program, while disruptions and/or failure to follow instructions would result in students being sent home with loss of the day's stipend.

If a student did not report to the classroom by 7:00 a.m., the home would be called.

TABLE 28.2

PERCENT OF STUDENTS ENROLLED BECAUSE OF $100 STIPEND

Training Center	0% - 25%	26% - 50%	51% - 75%	76% - 100%
Jardine				X
Horace Mann				X
Roosevelt				X

Of the 2841 class days (see Table 28.1), only 115 days were missed because of absence. This represents an absence rate of 4.2 percent.

Most students reported that they planned to use the monies received to buy clothing. Other uses reported were: give some to family, buy other items for the home, pay school fees, and buy gifts for girl friends.

The main purpose of the program was to provide summer jobs for boys too young to work and benefit the homes and families of the boys and community. Five comments and reactions to the program furnished by students, teachers, and parents to the evaluator are presented as follows:

> "I like this class because you can talk and play while you work. Also we get to fix up our own homes." (student)
>
> "This is one class where no one fails, even the poorest student can take pride in what he has done because he receives the same amount of money as the best student." (teacher)
>
> "I'm going to tell my friends to get into the program next year." (student)
>
> "I really appreciate the work and effort that these boys have done on my house. It has been needing repairs for so long." (parent)
>
> "We try to treat the boys just as if they were on a job. If they are late for class, we talk to them and if they misbehave, we give them a pink slip." (teacher)

The comments and reactions to the program reported by the students, parents, and teachers to the evaluator seem to indicate the favorable attitude that the community has toward the program and the desire to have it continue.

At the beginning of the program a questionnaire (see Appendix) was distributed to the teachers and during the course of the program, interviews and conferences were held with students, parents, teachers, and a coordinator by the evaluator. Also, on-site observations were made by the evaluator. Certain items on the questionnaire lend themselves to tabulation. The questions and responses follow in Table 28.3 and Table 28.4.

According to Table 28.3, questions 1, 2, 3, 5, 6, 7, 8, and 9, most of the boys rated average or above in knowledge and sequence of procedures on these items which were designed to measure the first objective. The second objective was met as measured by the responses in question four, as recorded in Table 28.3. Objective number three was met as measured by the extent of material provided since approximately $50.00 was allocated for each project. Also, the cost of labor would increase the amount, but it is difficult to measure this cost in a program of this type. Table 28.4 gives the attitude of the participants as noted by the teachers. It indicates that objectives four and five were met to some degree. Three students regressed in attitude toward home and four toward work, while 21 students improved in attitude toward home and 25 toward work.

TABLE 28.3

TEACHER RESPONSES TO STUDENTS' KNOWLEDGE

N=74

	Extent of Knowledge									
	Superior		Above Average		Average		Below Average		Inferior	
Description of Knowledge	#	%	#	%	#	%	#	%	#	%
Has knowledge of the use and care of hand tools (including paintbrushes).	14	19	26	35	33	45	1	1		
Has knowledge of planning a repair project.	12	16	20	27	37	50	4	5	1	1
Has knowledge of estimating the cost of a repair project.	13	18	18	24	37	50	4	5	2	3
Makes effective application of knowledge of hand tools (including paintbrushes) in maintenance and repair.	18	24	27	36	19	26	10	14		
Uses a proper sequential procedure in performing general repair and maintenance work.	17	23	26	35	26	35	5	7		
Uses a proper sequential procedure in performing painting tasks.	19	26	26	35	28	39	1	1		
Has developed a plan for repair, improvement and care of a project site.	5	7	23	31	40	54	11	15	1	1
Has estimated and computed the labor cost of an improvement project.	8	11	22	30	37	50	6	8	1	1
Has estimated and computed the cost of materials used in an improvement project.	6	8	24	32	37	50	6	8	1	1

Note: Percents may not total 100 because of rounding.

TABLE 28.4

TEACHER RESPONSES TO CHANGE IN PUPIL ATTITUDE

N=74

Description of Attitude	Number of Responses											
	Beginning of Program						End of Program					
	Good		Fair		Poor		Good		Fair		Poor	
	#	%	#	%	#	%	#	%	#	%	#	%
Toward own house	38	51	27	36	9	12	50	68	18	24	1	1
Toward work	38	51	20	27	16	22	52	70	28	38	1	1

*Note: Percents may not total 100 because of rounding.

RECOMMENDATIONS

The responses from the questionnaires, parents, and observations by the evaluator indicate the success in attaining the objectives. This program should continue because it is very practical for the participants and beneficial to the community. During the evaluation several minor problems were disclosed.

The following recommendations are made on the findings:

- That the program be continued and expanded to include more schools and students.
- That consideration be given to increase the amount of money allocated for each project.
- That consideration be given to hauling trash away from project sites.

APPENDIX 28

28-A1

Date ____________________

APPLICATION FOR HOME IMPROVEMENT AND REPAIR SERVICES (BY PROPERTY OWNER AND TENANT, IF ANY)

TO: Wichita Public Schools
Home Improvement and Repair Program
____________________ Wichita, Kansas

The undersigned, owner and tenant (if any) at residence described below, requests the furnishing of work and services by Enrollees in the School System's Home Improvement and Repair Program, which is to provide "on-the-job" practical experience and training of youth in work skills as learned in minor home improvement and repair trades, as follows:

Residence Address:	Nature of Work or Service Desired:
____________________	____________________
____________________	____________________
Wichita, Kansas	____________________

THE UNDERSIGNED AGREES TO THE FOLLOWING TERMS AND CONDITIONS UNDER WHICH THE SCHOOL SYSTEM MAY, IF CONVENIENT AND PRACTICAL, SUPPLY ENROLLEES TO PERFORM THE REQUESTED MINOR HOME IMPROVEMENT AND REPAIR WORK OR SERVICES:

1. Owner will purchase and furnish at his own cost all building repair and improvement materials and supplies necessary to perform the work and service he desires, except: ____________________
____
____

2. The School System and its Enrollees will furnish hand tools and shall make no charge for work or services of enrollees or others furnished under this request or application.

3. In consideration of the furnishing of work and services under this request or application (without charge), the undersigned does hereby waive, release, and acquit Unified School District No. 259 (Wichita), Sedgwick County, State of Kansas (School District), its officers, employess, agents, and enrollees, severally and jointly, and further convenants and agrees with said school district, its officers, employees, agents, and enrollees, severally and jointly, that I/we will never institute any claim, demand, suit, or action at law or equity against said parties, either severally or jointly with other persons, for damages, costs, loss of services, expenses, or compensation for or on account of or which may or be claimed to have resulted from or in connection with the work and services furnished and done (either directly or indirectly) pursuant to this request and application; and the undersigned further convenants and agrees to protect, save harmless and indemnify the school district, its officers, employees, agents, and enrollees, jointly and severally, from all and every claim, demand, action, cause of action, and suit for recovery of damages or breach of contract of any kind or character whether for loss or injury to persons or property, resulting from the work and services done or to be done in connection with this request and application.

28-A2

APPLICATION SUBMITTED UPON THE FOREGOING TERMS AND CONDITIONS AND SUBJECT TO ACCEPTANCE IN WRITING BY THE WICHITA PUBLIC SCHOOLS

TENANTS' CONSENT AND JOINDER IN APPLICATION	OWNER- APPLICANT(S)
______________________	______________________
NAME	NAME
______________________	______________________
ADDRESS: ______________	ADDRESS: ______________
Wichita, Kansas __________	Wichita, Kansas __________
Phone: ______________	Phone: ______________

* * * * * * * * * * * * * * * *

ACCEPTANCE OF APPLICATION (Mail copy to Owner and Tenant, if any)

Arrangements are being made to furnish Enrollees for the work and service for minor home improvement and repair services requested above, subject to Owner-Tenant furnishing building repair and improvement materials and supplies and the further limitation of work and services, if any, as follows:

____

____

____

Date: ______________________ By ______________________

Home Improvement and Repair Program,
Industrial Arts Department,
Wichita Public Schools

28-B1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

SUMMER 1971
EVALUATION INFORMATION FOR HOME IMPROVEMENT AND REPAIR

Return to Clarence Horn, Research Department by July 16, 1971.

School ______________________ Teachers ______________________

____

1. How many different project sites were included in the program at your school? ______________________

2. List examples of projects on which pupils worked.

____

____

____

____

3. Estimate the percent of pupils who enrolled because a $100 stipend was offered. (Check below)

0% - 25% __________

26% - 50% __________

51% - 75% __________

76% - 100% __________

Comments: ______________________

____

____

____

____

____

4. Give any examples of the intended use of the stipend.

Comments: (From pupils' parents, etc.) ____________________

5. Was the monetary deduction for absences and tardies effective?

Yes __________ No __________

Comments: ____________________

6. How would you strengthen the program?

7. Would you teach in this program again?

Yes __________ No __________

Comments: ____________________

Please list below the number of pupils in each category.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Public School															
*Non-Public School															
Male															
Female															

*Enrolled during regular school term in private, parochial, etc.

1. Was attendance generally excellent ________, good __________, satisfactory __________, unsatisfactory ____________?

2. How many children attending one or more weeks did not finish the program?

____

____

____

____

3. What were the reasons the pupils did not finish the program?

____

____

____

____

28-C1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

SUMMER 1971
EVALUATION INFORMATION: HOME IMPROVEMENT AND REPAIR

School ______________________ Teacher ________________________

____

1. Were special materials developed or adapted for this program?

2. What major equipment items were used and the amount of each?

3. List any other instructional equipment and/or materials used in this program.

28-D1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION
Summer 1971

EVALUATION CHECKLIST FOR HOME IMPROVEMENT AND REPAIR

Student ____________________ Person completing form ______________

School ____________________ Date form completed ______________

Grade level 1970-71 ____________ Age ____________ Race ____________

Description of knowledge	Extent of Knowledge				
	Superior	Above Average	Average	Below Average	Inferior
1. Has knowledge of the use and care of hand tools (including paintbrushes).					
2. Has knowledge of planning a repair project.					
3. Has knowledge of estimating the cost of a repair project.					
4. Makes effective application of knowledge of hand tools (including paintbrushes) in maintenance and repair.					
5. Uses a proper sequential procedure in performing general repair and maintenance work.					
6. Uses a proper sequential procedure in performing painting tasks.					
7. Has developed a plan for repair, improvement and care of a project site.					
8. Has estimated and computed the labor cost of an improvement project.					
9. Has estimated and computed the cost of materials used in an improvement project.					

10. Attitude Survey

Attitude	Beginning of Program			End of Program		
	Good	Fair	Poor	Good	Fair	Poor
Toward own house						
Toward work						

Additional comments on this student:

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

MULTI-ETHNIC

COMMUNICATIONS PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
C. H. Horn, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1971

29.00

MULTI-ETHNIC
COMMUNICATION PROGRAM
SUMMER 1971

SUMMARY

A pilot program was operated in a junior high school for a total of ten junior high youngsters.

The main intent of the program was changed to a class involved with raising the image of Spanish Mexican children.

The total staff consisted of one young Spanish Mexican teacher and several college students.

It has been recommended that the program be discontinued and existing social science classes be structured to include material on Spanish Mexicans. It was also recommended that teachers be trained in problems concerning Spanish Mexican people.

29.01

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

The Title I project in Wichita was designed to focus on the needs of culturally and educationally disadvantaged children in school attendance areas with high concentrations of low income families.

The most critical needs in the Title I areas related to the ability to read, comprehend, and communicate.

Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

Prior to the beginning of summer school, 1966, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session.

Summer projects have been developed to provide programs which will keep children involved in school activities. Smaller classes with a more informal environment than would be possible in the regular school year are provided.

One of these summer projects is the Multi-Ethnic Communication program located at Horace Mann Junior High School.

Horace Mann Junior High School is in an old building located in the city's near north side. The school draws its students from the area that has been determined to be economically disadvantaged. Much of the area is designated "commercial". Many of the residences in the area date back to the turn of the century and some are in a poor state of repair.

The Spanish Mexican community of approximately 3,000 people located in the Horace Mann school area have an average educational level of approximately 8.8 years compared to 12 for white Americans. One-fourth of the Spanish Mexican children drop out of school by the time they reach high school. Most of the workers are unskilled laborers and the average income is approximately $5,300.00. While the educational and income level of the Spanish Mexican community is low, only 1.6 percent of the people are on welfare.

The Spanish Mexican has countless problems, but the biggest ones are lack of education and being considered second-class citizens. It has been said that Chicanos automatically assume that they won't be able to attend college from the very beginning. Also, from early childhood the Chicano child is faced with choosing between two cultures and trying to strike a happy medium between the two. Fellow Chicanos tell him that if he rejects Spanish Mexican culture he may be considered a traitor to his own ethnic group, while teachers, employers, and white friends tell him that if he doesn't reject his culture, he will be unable to reap the educational benefits of the white society.

A local committee of Spanish Mexican citizens, concerned parents, and school officials decided on the educational needs of the Spanish Mexican students of the community. It was agreed that the high dropout rate and low attendance in the Spanish Mexican community showed that there was a real need for a Multi-Ethnic Communication program to be funded under Title I.

The Multi-Ethnic Communication program started operation in June 1971. It was initiated by a group of concerned Spanish Mexican parents in the community.

The school district considered Multi-Ethnic Communication a pilot project, agreeing to allow the teacher to use his experimental approach to free students of inhibitions and fears caused by being members of a minority group. Teacher opposition was encountered before the program started due to the wording of the program dealing with only the two racial groups of white and Spanish Mexican students. These problems were alleviated by special question-and-answer sessions held by local Spanish Mexican college students and the Social Studies coordinator of the school district with the teachers.

PROGRAM DESCRIPTION

Scope

The purpose of the Multi-Ethnic Communication program was:

1. To assemble boys and girls from both Spanish Mexican and Anglo-American backgrounds in a learning situation,
2. To give boys and girls an opportunity to express their concerns and values to the same teacher in either Spanish or English,
3. To give boys and girls of both ethnic groups an opportunity to work in pairs and small groups to increase the oral usage of their second language,
4. To study about the history and customs of the cultural regions (Mexico and Europe) from which both groups had their origins,
5. To learn to work and play together in a learning situation which is bilingually oriented.

Due to the racial make-up of the class and the inability of the class to converse in Spanish, the goals of the program were changed to reflect this difference.

The purpose of the program in its altered form was:

1. To give Spanish Mexican children a chance to express themselves to a teacher in either Spanish or English or both,
2. To study and learn about the heritage of the Spanish Mexican,
3. To work and play in a situation which is bilingually oriented,
4. To improve the self-concept of Spanish Mexican children and to generate respect for their heritage.

The classroom was loosely structured and the composition of the class was eight Spanish Mexican students, one black and one white student in grades seven through nine. There were three boys and seven girls. They were enrolled in Horace Mann Junior High School in Wichita, Kansas, and ranged in age from 13 to 15 years.

Personnel

The program provided one teacher who had to be a young Spanish-speaking Spanish Mexican who was well-travelled. The teacher was certified by the state of Kansas and was responsible for acquainting the students with Spanish Mexican music, art, language, literature, and history. Also, the teacher exposed the students to educational, cultural, and historical opportunities offered by the city of Wichita.

The instructor worked 15 hours per week for seven weeks with no record of absences.

Procedures

The Multi-Ethnic Communication program has been funded for one summer. The present report is an evaluation of the remodeled program, aimed at identifying effective techniques and materials for elevating the Spanish Mexican students' self-image.

The class met in classrooms designed for one particular area of study, such as: art in the art room, customs and history in a history room, music in a music room, etc.

The students had access to the different classrooms to work independently on their chosen projects. The teacher provided curriculum materials as needed, selecting these for a given objective.

No schedule reviews of the program were held and there were no provisions for inservice training planned for this first program.

The Multi-Ethnic Communication program was based on the assumption that Spanish Mexican children have a low image of themselves and Spanish Mexican people. During the summer program, several methods and approaches were used to help the children find and take pride in their heritage.

The children worked individually on any projects that were related to a certain area of study, such as: clay, paintings, bead work with art and history; singing, playing the guitar and dancing with music; singing and records with language. A list of books, filmstrips, films and songs appears in the Appendix. Field trips and guest lecturers were scheduled periodically throughout the program. The following are the places visited on field trips and topics discussed by lecturers: Wichita Public Library, Century II building, radio station (Newton, Kansas), Wichita State University campus, Steffen's Dairy, airplane ride, Coca Cola and Pepsi Cola Bottling Companies, Spanish Mexican restaurant, local clothing stores, Cowtown, television station, hospital, macrame, modeling, and paintings.

The instructional aids for the Multi-Ethnic Communication program included filmstrips, film projector, record player and records, tape recorder, books, clay, yarn, paints, etching tools, and wax.

Budget

The total cost of the Multi-Ethnic Communication program was $1,105.00 for 35 days and was funded through Title I. Of this amount, $690.00 was for personnel salary, $270.00 for classroom supplies and teaching materials, and $145.00 for field trips and meals.

The cost of this program is estimated to be approximately $110.50 per pupil. This estimate would only apply if the school system has materials on Spanish Mexican studies already in the system and has access to knowledgeable guest speakers who would donate their time.

EVALUATION

The educational goals selected for the program are listed below:

1. Pupils in the Multi-Ethnic Communication program will have an opportunity to express their concerns and values to the same teacher in either Spanish or English or both languages as measured by teacher observation;
2. Pupils in the Multi-Ethnic Communication program will gain knowledge of history, music, art and language of Spanish Mexicans as measured by teacher observation of pupil response;
3. Pupils in the Multi-Ethnic Communication program will become aware of the personal satisfaction derived from learning to work and play in a learning situation which is bilingually oriented, as measured by teacher observation;
4. Pupils in the Multi-Ethnic Communication program will generate respect for Spanish Mexican heritage and gain personal satisfaction in being a Spanish Mexican, as measured by teacher observation of pupil response.

Ten boys and girls, who ranged in age from 12 to 15 years of age, enrolled in the program. The students were informed about the program through student bulletins, friends, teachers, and counselors. Each student resided in the Title I target area and had some interest in learning about Spanish Mexican heritage. New students were allowed to enroll in the program during the first two weeks. Attendance was voluntary since the program was designed for community involvement. Student interest motivated the regularity of attendance. Also, a half unit of credit from the Board of Education was granted upon completion of the class.

Of the ten students participating in the program, a racial breakdown consisted of seven Spanish Mexican girls, one Spanish Mexican boy, one boy who was black and one boy who was white. Table 29.1 shows data about race, sex, grade level, and attendance. There were no Orientals or American Indians enrolled in the class.

Of the 350 class days (see Table 29.1), only 42 days were missed because of absence. The represents an absence rate of 12 percent.

TABLE 29.1

STUDENTS ENROLLED IN MULTI-ETHNIC COMMUNICATION PROGRAM

N=10

Sex		Grade			Race*					Public	Attendance	
Female	Male	7	8	9	1	2	3	4	5	School	Present	Absent
7	3	1	5	4	1		1	8		10	308	42

*1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish Mexican, 5=American Indian

The objectives of the original program as have already been stated could not be met due to the racial make-up of the class and so no attempt was made to evaluate these objectives. Therefore, a new set of objectives was written for the program.

At the beginning of the program a questionnaire (see Appendix) was distributed to the teacher. Certain items on the questionnaire lend themselves to tabulation. Questions one through three of attitude and behavior were based on the objectives of the program. A tabulation of questions and results are presented in Tables 29.2 and 29.3.

TABLE 29.2

TEACHER RESPONSES TO CHANGE IN PUPIL ATTITUDE

N=10

	Number of Responses											
	Beginning of Program						End of Program					
Description of Attitude	Good #	Good %	Fair #	Fair %	Poor #	Poor %	Good #	Good %	Fair #	Fair %	Poor #	Poor %
Toward Chicanos	9	90	1	10			10	100				
Toward Chicano culture, customs and history	1	10	7	70	2	20	10	100				
Toward community	5	50	5	50			9	90	1	10		

Note: Percents may not total 100 because of rounding.

TABLE 29.3

TEACHER RESPONSES TO STUDENTS' BEHAVIOR

N=10

	Extent							
	Great		Some		Little		Did Not Observe	
Description of Behavior	#	%	#	%	#	%	#	%
The student seems happy and at ease in the classroom.	10	100						
The student is able to express his ideas more freely.	2	20	6	60	2	20		
The student is aware and curious about Chicano and Chicano customs.	10	100						

Note: Percents may not total 100 because of rounding.

According to Table 29.3, objective number one was met to some degree. Objectives two, three, and four were met to some varying degree as indicated by Table 29.2.

A questionnaire (see Appendix) was completed by the students. Seventy percent of the students thought they would recommend this class to other students and 80 percent felt this class had changed their opinion about themselves concerning certain things.

RECOMMENDATIONS

In view of the strong emphasis on race relations across the nation, the following recommendations are made:

That this program be discontinued as a special summer program.

That provision be made by the local school system to include this material about Spanish Mexican heritage in existing social science classes.

That steps be taken to acquaint teachers with the materials available on the Spanish Mexican life style and Spanish Mexican needs.

APPENDIX 29

SUPPLIES FOR MULTI-ETHNIC COMMUNICATION

Books:

Acuña, Rudolph. *A Mexican-American Chronicle*. Texas: American Book Company, 1971.

Atwater, James D. *Out From Under*. Garden City, New York: Doubleday and Company, Inc., 1969.

Ballis, George. *Basta*! Delano, California: Farm Worker Press, 1966.

Folty, Mary Jane. *Tuchin's Mayan Treasure*. New York, New York: William Morrow and Company, Inc., 1963.

Galarza, Ernesto. *Mexican-American in the Southwest*. Santa Barbara, California: McNally and Loflin, 1969.

Lopez, Arthur. *Rancho De Muchachos*. Chicago, Illinois: Childrens Press, Inc., 1970.

Martinez, Jose. *A Foot In Two Worlds*. Chicago, Illinois: Childrens Press, Inc., 1970.

Montgomery, Jan. *The Wrath of Coyote*. New York, New York: William Morrow and Company, Inc., 1968.

Nava, Julian. *Mexican-American Past, Present, and Future*. Texas: American Book Company, 1969.

Ross, Patricia Frent. *Mexico*. Grand Rapids, Michigan: Fideler Company, 1970.

Servin, Manuel P. *The Mexican-American: An Awaking Minority*. New York, New York: Glenco Press, 1970.

Films and Filmstrips:

A Boy of Mexico: Juan and His Donkey. Chicago, Illinois: Coronet Films, 1956.

Chicano From the Southwest. Wilmette, Illinois: Encyclopedia Britannica Films, Inc., 1970.

Mexican Heritage Part I-IV. Palo Alto, California: Multi Media Production, Inc., 1969.

Minorities Have Made America Great - Set 2. Pleasantville, New York: Warren Schloat Production, Inc., 1969.

What Color Are You? Wilmette, Illinois: Encyclopedia Britannica Films, Inc., 1969.

Songs:

Steven, David. *Latin American Songs*. Boston, Massachusetts: C. C. Birchard Company, 1941.

Tape:

Spanish Songs: Canciones Espanolas. Palto Alto, California: Silver Burdett Company, 1970.

29-B1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

SUMMER 1971

EVALUATION INFORMATION FOR MULTI-ETHNIC COMMUNICATIONS

Student ______________________ School (Public, Non-public) __________

Grade level 1971-72 __________ Age ______________

Race ______________________ Sex ______________

Number of days absent __________

Description of Attitude	Beginning of Program			End of Program		
	Good	Fair	Poor	Good	Fair	Poor
1. Toward Chicanos						
2. Toward Chicano Culture, Customs, and History						
3. Toward Community						

Description of Behavior	Great Extent	Some Extent	Little Extent	Did Not Observe
1. The students seem happy and at ease in the classroom.				
2. The student is able to express his ideas more freely.				
3. The student is aware and curious about Chicanos and Chicano customs.				

1. What audio-visual equipment did you use to supplement your program?

_______ Overhead _______ Record and Record Player

_______ Filmstrips _______ Movie Projector

_______ Others ______________________________

2. Are there other materials you would suggest for another Multi-Ethnic session? ______________________________

____

____

____

____

3. What materials were most beneficial for your summer instructional program? ______________________________

____

____

____

____

4. List the places visited on field trips.

____

____

____

____

____

5. Please feel free to share any other comment which might be of help concerning the Multi-Ethnic Communication class.

____

____

____

____

6. How would you strengthen the program?

____

____

____

____

____

7. Would you teach this class again?

Yes ________ No ________

Why? ____

____

____

29-C1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

MULTI-ETHNIC COMMUNICATION
SUMMER 1971
STUDENT QUESTIONNAIRE

1. How did you find out about this class? (Check one)

   From teacher ________ From counselor ________ From friend ________

   By reading school bulletin ________ Others ________

2. How many days before school was out did you hear about this class?

   ________ Days

3. Did you take this class because you wanted to improve your knowledge in:

   Spanish ________ English ________ Chicano heritage ________ Other ________

4. Is this class making you more aware of what has happened and is happening in the Chicano community? (Check one)

   Yes ________ No ________ Undecided ________

5. a. If you had a chance to improve this class, what would you do to make it better? Have more field trips. Yes _____ No _____ Same amount _____

   If yes, where would you go?

   ____

   ____

   b. Spend more time reading and studying from books.

   Yes ________ No ________ About the same ________

   c. Have more film strips and films.

   Yes ________ No ________ Same amount ________

   d. Have more guest speakers and demonstrations on Chicano art, crafts, and customs. Yes ________ No ________ Same number ________

   Other suggestions: ____

   ____

29-C2

6. Would you recommend this class for other students?

Yes ________ No ________ Maybe ________

Why? ____

____

____

7. Do you feel that this class has changed your opinion about yourself and the Chicano community?

Yes ________ No ________ About certain things ________

Why? ____

____

____

WICHITA PUBLIC SCHOOLS
Unified District 259

EARLY START

SUMMER PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
Phyllis L. Curtis, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

430

August, 1971

31.00

EARLY START SUMMER PROGRAM, 1970-71

SUMMARY

The Early Start summer program was planned for four-year-old children eligible for Head Start in August, 1971.

The purpose of the program was to begin pre-school training for 144 pupils from socially and economically disadvantaged families in June instead of August. It was intended that many of the services associated with Head Start could begin early and be well under way in August.

The educational goals were those of Head Start.

Nutritional services provided a morning snack and lunch for each youngster and services in nutritional education for parents at specially scheduled parent meetings.

Social Services as prescribed in Head Start were embodied in the program as follows: (1) Orientation and education of parents to Head Start, (2) Declaration of eligibility and selection according to OEO poverty guidelines and using Head Start racial balance guides, (3) Coordination of the pupil transportation plan, and (4) Removal of hindrances to full participation of child and parent.

There were four Centers organized with two classrooms at each Center or a total of eight classrooms; the staff included 29 persons. All classrooms were integrated; the staff was integrated.

The Early Start summer program served all the 17 Title I schools, the Phyllis Wheatley Children's Home, and the Wichita Children's Home. This made a total of 19 stops for the two buses twice a day or a mean of 9.5 stops per bus per day each trip.

Parent participation was considered a most significant component of the Early Start summer program. One-third of the time of the Social Worker staff was spent with parents working with them, but not adding to their dependency needs.

It has been recommended that the program be funded next year to provide the above services for additional families of the community.

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

The Wichita Public Schools were responsible for the operation of Summer Head Start programs from 1965 to 1969.

Due to decisions made locally and nationally, Summer Head Start, funded through designated allocations under Title 11A of the Economic Opportunity Act of 1964, ceased to exist as a separate program.

School systems, Community Action agencies, and other operators of Head Start programs generally converted the allocation of funds from Summer to Full Year programs. Plans in Wichita resulted in the expansion of Full Year Head Start to 316 families for 1970-1971. Thus, fewer families and children were served, but those who were served were served more intensively and for a longer period than was possible in the summer.

It should be noted that some programs serving disadvantaged children were frequently called Head Start when they were, in fact, operated from funding sources other than the Economic Opportunity Act. Thus, school systems could choose to use Title I, ESEA, funds to operate "Head Start"; other agencies could use Welfare funds, Model Cities funds, or local funds.

Wichita served over 5,000 five-year-old children during the 1965-1969 summers; the Wichita community was the benefactor.

Prior to the beginning of summer school, 1970, school administrators and the Director of the Kechi Child Development Center felt there was a need to provide a continuation of Title I activities for Head Start through the summer session. A project application for funding of the summer school was prepared, filed, and subsequently approved as the summer project named Early Start; this is the second year the program has been funded from Title I funds.

The first year, summer 1970, six classes of Early Start were organized at the Kechi Child Development Center; the second year, summer 1971, eight classes were organized in four Early Start Centers widely dispersed geographically in Greater Wichita in order to better serve the needs of the community.

Bussing services were necessary both in 1970 and 1971.

All classes were integrated.

The Early Start summer program focused on four-year-old children living in the low income target area from socially and economically disadvantaged families to provide instructional, psychological, nutritional, and medical services to meet the needs of these young children. Parent participation was considered a most significant component of the Early Start summer program.

PROGRAM DESCRIPTION

Scope

The Early Start summer program was planned for four-year-old children eligible for Head Start in August, 1971.

The purpose of the program was to begin pre school training for 144 pupils from socially and economically disadvantaged families in June instead of August. It was intended that many of the services associated with Head Start could begin early and be well underway by August.

The educational objectives of the program were those of Head Start, stressing language development, cognitive skill development, enhanced self-image and personal worth, development of sensory perceptions, discrimination skills, and other skills.

Nutritional services provided a snack and lunch for each youngster and services in nutritional education for parents at the various scheduled parent meetings.

Social Services as prescribed in Head Start were embodied in the program as follows:

(1) Orientation and education of parents to Head Start including the parents' "Bill of Rights and Responsibilities;"
(2) Declaration of eligibility and selection according to OEO poverty guidelines and using Head Start racial balance guides;
(3) Coordination of the pupil transportation plan;
(4) Removal of hindrances to full participation of child and parent (e.g., clothing, transportation,).

Personnel

A wide range of personnel was selected to compose the summer Early Start staff as follows: (1) the Early Start Director, (2) eight classroom teachers, (3) eight instructional aides, (4) the Parent Coordinator, (5) the Social Services Director, (6) five Social Service workers, (7) the counselor, (8) the secretary, (9) the nurse, (10) two Center aides, (11) the cook,

(12) the custodian, (13) fifteen NYC workers, (14) one WSU student, and (15) fourteen volunteers. The Speech Therapist donated her services to screen Early Start pupils for speech and hearing dysfunctions. Psychological services and health services were provided by WACAPI. Services of a Home Economist were contracted for two parent meetings as shown in Table 31.1.

TABLE 31.1

EARLY START SUMMER PROGRAM PERSONNEL, 1971

Certificated Personnel		Classified Personnel		Other	
Director	1	Secretary	1	Volunteer	14
Classroom Teachers	8	Parent Coordinator	1	N.Y.C. Workers	15
Counselor	1	Social Service Director	1	WSU Student	1
		Nurse	1		
Contract Services:		Aides:		WACAPI Services:	
		Instructional	8		
		Center	2	Consulting Psychologist	
Home Economist	1	Social Workers	5		
		Cook	1	Health Services	
		Custodian	1	Speech Therapist	
Total	11		21		20

The Title I Early Start summer program employed eight teachers duly certificated in Pre School Education by the State of Kansas. All of the selected teachers were female; eighty-eight percent were Caucasian (7) and twelve percent (1) were Negro. Seventy-five percent of the teachers had had previous experience in Head Start. In each class the teacher was responsible for (1) instruction of curriculum, (2) planning of parent conferences, and (3) supervision of the instructional aide, N.Y.C. workers, and volunteers assigned to her room.

An aide was assigned to each teacher. Initially the aides were selected from the same population as the children as they more fully understood the life conditions of the children; Head Start parents had first priority for the jobs; most of the aides were from the low income; minority group population; the Centers tried to maintain racial balance whenever possible. The aides rode on the bus with the children to and from school each day; there was one bus for two centers or two buses in all. All of the instructional aides (100%) in Early Start had had previous experience in Head Start; all of the instructional aides were Negro and female. None of the aides had a college degree. Career ladders had been set up in the Head Start program.

Each Early Start classroom had the additional services of N.Y.C. workers and community volunteers as shown in Table 31.2 and Table 31.3.

TABLE 31.2

EARLY START N.Y.C. WORKERS

Centers	N.Y.C. Workers	Caucasian	Negro
Kechi	4	1	3*
Irving	4		4
Little	4		4
Rogers	3		3
Total	15	1	14
Percent	99.99	6.66	93.33

*One N.Y.C. worker was a male Negro. All other N.Y.C. workers were female.

TABLE 31.3

EARLY START VOLUNTEERS

	Caucasian		Negro		Total Number
Centers	Male	Female	Male	Female	of Volunteers
Kechi		1			1
Irving		2			2
Little		1		4	5
Rogers	3	2		1	6
Total	3	6		5	14
Percent	21.43	42.85		35.71	99.98

The full-time Head Start Director, duly certificated in Early Childhood Education and Administration by the State of Kansas, coordinated all phases of the Early Start summer program and participated in the recruiting, selection, and supervision of all personnel.

The Early Start Director administered the following activities:

(1) assigned eight classroom teachers and eight instructional aides to eight specified Centers, two classrooms per center;
(2) approved scheduled bus routes for the four said centers;
(3) administered the Early Start summer program as defined in the official grant and modified by contract with the Wichita Area Community Action Program, Inc. of the Full Year Head Start programs;
(4) initiated reports and provided information as requested by the Delegate Agency Contract Officer and WACAPI;
(5) kept a daily record of attendance and enrollment by race;
(6) submitted a weekly enrollment report by O.E.O. standards;
(7) a weekly report was kept for each Center by race and poverty guidelines;
(8) assumed responsibility for relating Early Start needs, problems, and goals to appropriate community agencies;
(9) worked actively to secure parent participation in areas of planning, developing, implementing and evaluating the program to ensure that the program meet their children's needs and those of their families;
(10) in cooperation with a committee including the Social Service Director and parents, screened eligible applicants for enrollment;
(11) planned in cooperation with personnel employed in the program, appropriate inservice training activities as listed on the Calendar in Appendix 31-A1;
(12) in cooperation with the Personnel Department and a parent personnel committee, assisted in decisions regarding employment of personnel for the program;
(13) was responsible for the securing and maintenance of equipment and supplies needed in the program;
(14) was a participant in the negotiations for next year's Head Start program.

In addition, the following records were maintained during the summer program:

(1) A cumulative folder was made for each child enrolled in the Early Start summer program and maintained by the social work staff at the four Early Start Centers. The following information and records were filed in the folder:
    (a) Identifying and history information,
    (b) Head Start Medical History,
    (c) Immunization Record,
    (d) Head Start Home Visit Summary,
    (e) Enrollment Agreement,
    (f) Behavior inventories,
    (g) Test results,
    (h) Speech clinician's reports, and
    (i) any other pertinent anecodotal information.
(2) Daily attendance records were kept on all students, teachers, teacher aides, social workers, N.Y.C. workers, and volunteer workers.
(3) Records of all home visitations were kept during the summer program.

(4) A master calendar was displayed prominently at each of the four Early Start Centers which included all scheduled events and staffings. A copy of the calendar is included in Appendix 31-A1.
(5) Other records were kept in regard to borrowed equipment, books, supplies, etc.
(6) A master bus schedule for the four Early Start Centers was posted and kept current in each Center.

The Coordinator of Parent Activities stated that the program was designed for parents to be participating members; the entire staff endeavored to fully promote total parent involvement. According to the Director one-third of their time was spent with the family and the community with the changing needs of the family and the community. The role of the Coordinator was that of coordinating the following activities:

(1) to arrange for meeting places for parent meetings at the four Early Start Centers;
(2) to serve as a bridge between the staff and parents;
(3) to secure resource people for meetings;
(4) to provide transportation, if needed, for parents to and from parent meetings;
(5) to help with problems on the Grievance Committee such as: problems about bussing, some rumor, or the crisis of the moment;
(6) to supervise and to make schedules for (a) the fifteen N.Y.C. workers, (b) the fourteen volunteer workers, and (c) one student teacher from Wichita State University (the volunteer workers were scheduled to come three to four days a week; hence, every classroom had at least two or three volunteers every day;)
(7) to present the volunteer workers a certificate award at the end of the summer session; a copy of the certificate award is shown in Appendix 31-B1 ;
(8) to present certificates to parents for number of meetings attended; a copy of this certificate is in Appendix 31-C1 ;
(9) to participate and guide parent meetings for the maximum benefit of all parents; and
(10) to distribute clothing, if needed, to families in need.

A total of five parent group meetings were held at the four Early Start Centers. These meetings were organized by the Coordinator of Parent Activities. Meetings were developed around the interests of the parents.

At each Center the parents of each separate classroom were organized to elect officers for each room; these officers will continue until the next election in October; the children enrolled in Early Start will continue in the Head Start program which commences in August, 1971.

The parent meetings focused on the following:

(1) Head Start legislation, goals, and guidelines;
(2) the "Rights and Responsibilities" of the parents to the program, to let them really know the program; a copy of the "Rights and Responsibilities" of Head Start parents is in Appendix 31-D1 ;
(3) to provide parent education in order to help them improve their social, educational, and economic level;
(4) to discuss ways to budget and to assist parents in consumer problems, and
(5) to provide and recommend suggestions to the parents on how to help the child at home.

The Director of Social Services coordinated the following services: (1) transportation, (2) attendance, (3) inservice training for the family workers, (4) home visits, (5) staff meetings of the family worker staff, and (6) as a resource person, being cognizant of resources available in the community, state, and federal governments, to refer people that are in need of their services.

The Director of Social Services scheduled and coordinated transportation routes for Early Start with the Pupil Transportation Supervisor for the various bus routes so no child would ride the bus longer than 30 to 40 minutes from the pick-up time to arrival at school. The children were returned to their base school in the afternoon via the same bus transportation. Two buses were provided for Early Start transportation. The children on buses were daily supervised by classroom aides who rode on the buses; also, N.Y.C. workers commuting on the buses to classroom staff jobs supervised children riding on the scheduled buses.

Bruce W. Jones and Sons, Inc. were contracted for bus services for the following services:

(1) to provide daily transportation of children from target areas to and from the four Early Start Centers, and

(2) to provide transportation for three field trips for Early Start classes.

A copy of the bus schedule is shown in Table 31.4 on page 31.08.

Table 31.5 on page 31.10 shows the geographical distribution of children and location of school attendance centers of the children enrolled in the Early Start summer program, 1971. School attendance centers are shown on page 31.09.

In summary, the Director of Social Services (1) maintained daily attendance records, (2) took and recorded continuing enrollment information for fall Head Start, as enrollment was an ongoing process, (3) if a child missed school, a phone call or home visit was made to inquire why the child wasn't attending school, and (4) home visits were made, in particular, with families who were experiencing very difficult problems.

Staff meetings were conducted: (1) to share information about current administrative events, e.g., "What's Happening in Head Start," (2) to present and discuss suggestions as to how to work with families on various problems, and (3) to keep current on available community resources to refer families for needed services.

The Director of Social Services rendered services as a resource person whenever possible.

Five family workers (officially Social Worker Aides) for the summer worked in four Early Start Centers with eight classes consisting of approximately eighteen pupils per class. One family worker spoke fluent Spanish and was assigned to work with Spanish American families that conversed mainly in Spanish.

TABLE 31.4

EARLY START BUS SCHEDULES

Kechi Center and Irving Center - Bus I

School Attendance Center	Morning Pickup Schedule	Afternoon Departure Schedule
Wichita Childrens Home (Alcott)	8:13 A.M.	1:30 P.M.
Fairmount	8:16	1:27
Isely	8:19	1:24
Mueller	8:23	1:21
Finn	8:34	1:10
Waco	8:37	1:07
Park	8:42	1:01
Irving*	8:45	12:58
Bridgeport	8:57	12:46
Kechi	9:13	12:30

*All children who walk in should be picked up at 12:55.

Little Center and Rogers Center - Bus II

School Attendance Center	Morning Pickup Schedule	Afternoon Departure Schedule
Kellogg	8:40 A.M.	1:10 P.M.
Washington	8:45	1:05
Dunbar	8:49	1:01
L'Ouverture	8:53	12:57
1540 East 17th Street	8:56	12:54
Little	9:00	12:50
Ingalls	9:03	12:48
Brookside	9:17	12:33
Rogers	9:20	12:30

The Early Start summer program served all of the seventeen Title I schools, the Phyllis Wheatley Children's Home, and the Wichita Children's Home. This made a total of nineteen stops for the two buses twice a day or a mean of 9.5 stops per bus per day each trip.

TABLE 31.5

SCHOOL ATTENDANCE CENTERS AND NUMBER OF CHILDREN FROM EACH CENTER THAT ATTENDED THE FOUR TITLE I EARLY START CENTERS DURING THE SUMMER OF 1971

KECHI EARLY START CENTER

Attendance Centers	Number of Children
Wichita Childrens Home (Alcott)	3
Fairmount	8
Isely	6
Mueller	10
Park	6
Bridgeport	2
	35

IRVING EARLY START CENTER

Attendance Centers	Number of Children
Finn	10
Waco	9
Irving	9
	28

LITTLE EARLY START CENTER

Attendance Centers	Number of Children
Kellogg	2
Washington	8
Dunbar	4
L'Ouverture	10
1540 East 17th Street	4
Little	11
	39

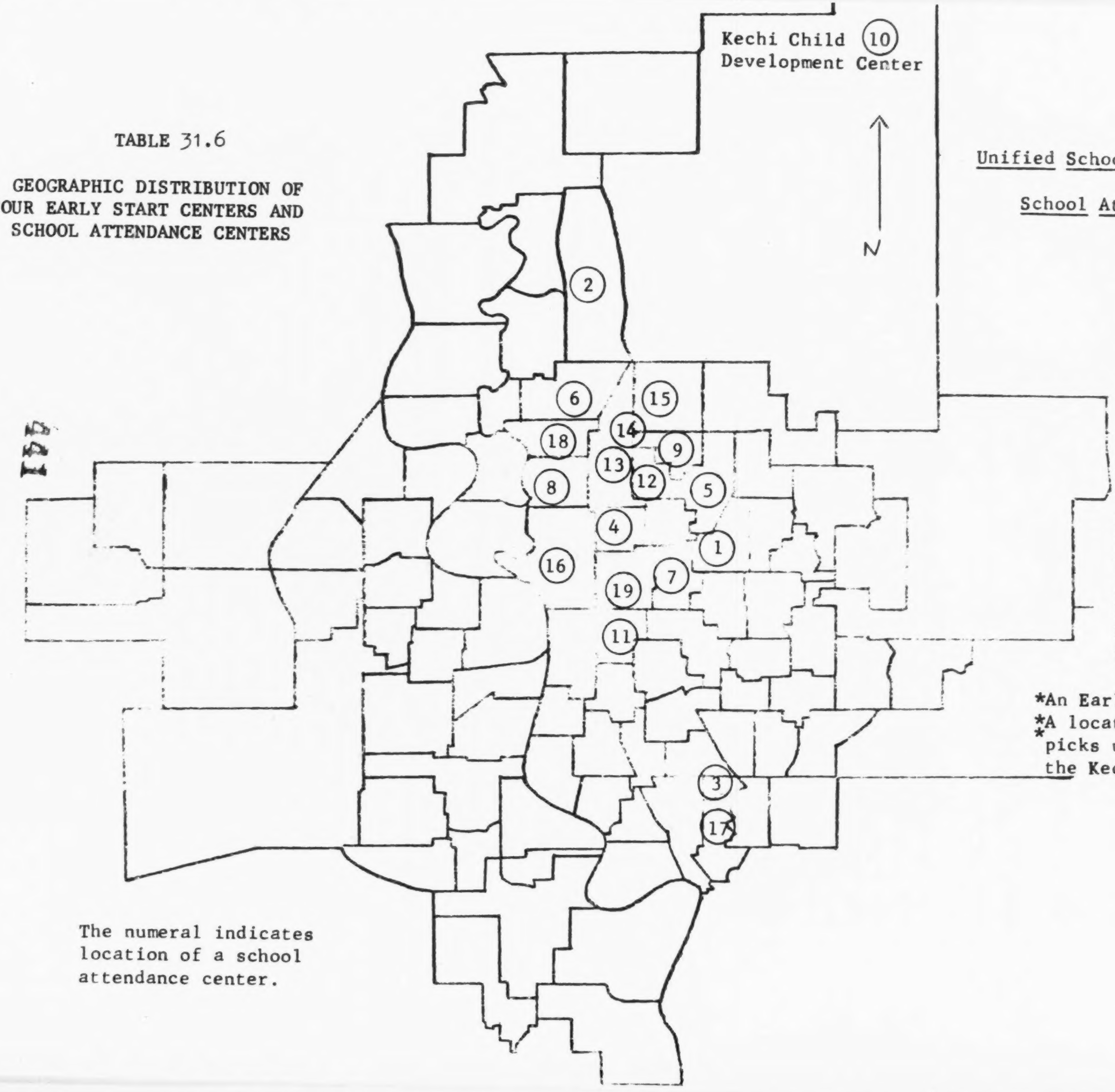
ROGERS EARLY START CENTER

Attendance Centers	Number of Children
Ingalls	13
Brookside	9
Rogers	12
	34

TOTAL 136

TABLE 31.6

GEOGRAPHIC DISTRIBUTION OF
FOUR EARLY START CENTERS AND
SCHOOL ATTENDANCE CENTERS


Kechi Child ⑩
Development Center
N
①
②
③
④
⑤
⑥
⑦
⑧
⑨
⑪
⑫
⑬
⑭
⑮
⑯
⑰
⑱
⑲

Unified School District 259

School Attendance Center

1. Alcott
2. Bridgeport
3. Brookside
4. Dunbar
5. Fairmount
6. Finn
7. Ingalls
8. Irving*
9. Isely
10. Kechi*
11. Kellogg
12. Little*
13. L'Ouverture
14. 1540 E. 17th St.**
15. Mueller
16. Park
17. Rogers*
18. Waco
19. Washington

*An Early Start Center

**A location where the bus picks up children for the Kechi Center.

The numeral indicates
location of a school
attendance center.

TABLE 31.7

RACIAL DISTRIBUTION OF SOCIAL WORKER AIDES IN THE TITLE I EARLY START SUMMER PROGRAM, 1971

N=5

Race	1	2	3	4	5	Total
Number of Social Worker Aides	1		2	1	1	5
Percent	20		40	20	20	100

Racial composition of the Social Worker Aides is listed in Table 31.7. The distribution by race included: (1) Caucasian - twenty percent (1), (2) Negro - forty percent (2), (3) Spanish American - twenty percent (1), and American Indian - twenty percent (1); no Oriental Social Worker Aide was employed at this point in time. All of the Social Worker Aides were female; all had had previous experience in the Head Start program; the family workers were employed from the same population as the children as they more fully understood the life style and life conditions of the children; most of the Social Worker Aides were from the low income, minority group population. None of the Social Worker Aides had a college degree.

Throughout the six-week period of the summer session, the Social Worker Aides (1) visited in each home of the children enrolled in the four Early Start Centers at least once in order to seek ways to help the family help themselves, (2) suggested needed community resources, (3) assisted with clothing needs, if needed, (4) assisted with transportation needs, if needed, (5) assisted with dental and medical arrangements, and (6) generally, helped the family work through their problems or suggested where additional services could be obtained.

The Social Worker Aides attended weekly inservice meetings held by the Director of the Wichita Child Guidance Center on "Psychological Social Services Meetings."

A copy of the (1) "Social Service Home Visitation Record", (2)"Social Service Record" (for each child), and (3) "Head Start Home Visit Summary" is included in the Appendix on pages 31-E1, 31-F1, and 31-G1.

The Early Start nurse who worked under the direction of a medical consultant provided the following health services:

(1) Reviewed medical histories and arranged an immunization schedule. Because of the six-week program, the immunization schedule was designed to allow completion of immunizations in the 1971-72 Full Year Head Start;
(2) Arranged medical and dental appointments;
(3) Participated in parent meetings as time allowed; and
(4) Assisted with health education in the classroom when requested.

Statistical Information

Parent Contacts:	
Telephone	36
Home	5
School	5
Group Meetings	30
Dental Examinations:	
Reports requested for children who had been examined in the six months prior to the program	3
Number of dental reports received from dentists	1
Number of children who were examined and found to have satisfactory dental condition	1

The Wichita Dental Society has been cooperating in this program as it has in other federal programs.

Immunizations:	
DPT (Diptheria, Tetanus, Whooping Cough)	
Number of children who were complete before the program started	24
Number of children who received one of the initial series	30
Number of children who received a booster	5
Oral Polio	
Number of children who were complete before the program started	26
Number of children who received one of the initial series	29
Number of children who received a booster	4
Number of children whose parents' consent not given	2
Number of children obtaining from other sources	8
Number of children with immunization history incomplete	44
Tine Tuberculin Test	
Number of children who had had a negative tuberculin test within the past year	7
Number of children who received the tine test	125
Number of children with negative results	123
Number of children with positive results	0
Number not present to read	2

Tested prior to program obtaining from other resources	8
Parent consent not given	2
Immunization history incomplete	4
Number of volunteers who had had a negative test within the past year	1
Number of volunteers who received the Tine test	20
Number of volunteers with negative results	18
Number of volunteers with positive results	2

Immunizations will be completed in the 1971-72 Full Year Head Start Program.

Vision Screening

Vision screening was not done because of the lack of time during the six week session. It will be done in the fall.

Teacher Contacts:

Individual conference	6
Group staffing conference	2

Health Examinations:

Reports requested for children who had been in the six months prior to the program	6
Number of medical appointments made	1

Physical Examinations:

Number of health examination reports received from physicians	5

Sedgwick County Medical Society has been cooperating in this program as it has done in other federal programs.

The nurse's schedule is shown on Table 31.8.

TABLE 31.8

NURSE'S SCHEDULE FOR THE FOUR TITLE I
EARLY START CENTERS DURING THE SUMMER OF 1971

Monday	Tuesday	Wednesday	Thursday	Friday
JUNE** 21 Kechi Center TB Skin Tests	22 Little Center TB Skin Test Irving Center TB Skin Test	23 Kechi Center Read TB Skin Test Rogers Center TB Skin Test	24 Read TB Skin Test at Little and Irving Centers	25 Rogers Center Read TB Skin Tests
28 Kechi Center	29 Irving Center	30 Rogers Center	JULY 1*	2 Little Center
5*	6 Kechi Center	7 Rogers Center	8 Irving Center	9 Little Center
12 Kechi Center	13 Irving Center	14 Rogers Center	15*	16 Little Center
19 Kechi Center	20 Irving Center	21 Rogers Center	22*	23 Little Center

*The Early Start Nurse was scheduled on this date at other specified WACAPI programs.
** The Title I Early Start summer program commenced on June 14; it ended on July 23; the Early Start Nurse began the Tine TB skin tests on June 21, 1971; no services were rendered during the week of June 14, 1971.

The Early Start counselor worked in each classroom with the teachers and the children; however, most of the time the counselor worked individually with recalcitrant and atypical children in a play therapy situation. At several of the parent meetings the counselor gave a talk on aspects of child development and its importance. The counselor was a Negro female.

The speech clinician donated her services during the summer to screen children with speech handicaps and hearing dysfunctions; the children were given audiological tests to delineate any unnoticed dysfunction.

The speech clinician's services were not included in the summer budget.

The cook prepared cold lunches each school day for all children enrolled in the Early Start program.

A copy of some of the lunch menus is in the Appendix on page 31-H1.

All personnel served for the six-week summer session with very infrequent absences as shown in Table 31.9. Duly certificated substitutes were employed whenever a situation occurred when the teacher had to be absent.

TABLE 31.9

ATTENDANCE AND ABSENCES OF TITLE I
EARLY START PERSONNEL, SUMMER, 1971

Number of days = 30

Number of Personnel	Number of Days Present	Percent of Days Present	Number of Days Absent	Percent of Days Absent
8 Teachers*	238	99.17	2	.83
8 Teacher Aides	228	95.00	12	5.00
5 Social Worker Aides**	113	75.33	37**	24.67
1 Counselor	30	100.00	-	-

*Seven teachers had no absenteeism; four hours constitutes a work day.
**The Social Worker Aides worked by the month; 12 days were professional leave days granted for the Aides to attend Social Work training at Kansas U.

Procedures

This report covers the six-week summer session. The Early Start summer program was designed for eight classes to be organized in four Early Start Centers to be located in the well-equipped Wichita elementary schools in the Title I target areas as well as on the periphery of the city for four hours per day, five days a week, for a six week period.

All of the Early Start classrooms were air conditioned.

Weekly staffings appeared to be a continuous built-in inservice program in which all the staff members were active participants. The Director sent a two page newsletter to all staff members giving a resumé of the workshop held at Wichita State University on "Summer Institute For Early Childhood Education." The information flow to the teaching staff was most remarkable; the staff was cognizant of the latest developments in Early Childhood mainly through the effort of the Director of Early Start.

The Social Worker Aides had weekly inservice meetings at the Wichita Child Guidance Center coordinated by the Director, a psychologist; their meetings were concerned with "Psychological Social Services."

An inservice orientation was provided for the N.Y.C. workers and volunteers. It was suggested that they could make a meaningful contribution to the Early Start program by offering to help and share the responsibilities in such activities as follows:

1. Serve as a member of the classroom staff, or as an extra person helping children with special problems
2. Playground activities
3. Assist with outings and field trips
4. Serve as aides in the lunchroom
5. Provide special musical and dramatic experiences
6. Help the staff with clerical work
7. Assist with arts and crafts
8. Help to collect toys and equipment for the center, or clothing for the children and their families
9. Provide baby-sitting service so that parents can attend meetings, and participate in other parts of the program
10. Help as bus aides
11. Serve as instructors in consumer education, food preparation, sewing and other areas of parent activities
12. Help with public relations or special events

Guidelines You Can Use When You Speak to the Children (Handout Material)

1. Speak in a natural, pleasant tone of voice.
2. Always go to a child and speak directly to him. Never call across the room or yard.
3. You can establish better contact with a child if you sit on a low chair or couch so that your head is on his level.
4. Get his attention before making your request or suggestion.
5. Use words and phrases he understands, and keep your sentences short.
6. State suggestions or directions in a positive rather than a negative form.
   "You need to ________________."
   "This is the way we do it in Head Start."
   "It is time to ______________."
   "I think you are able to do it yourself."
   "This is the place to ________."
   "If you cannot come by yourself, I will help you."
7. Discard from your vocabulary good, bad, nice, naughty, big. Instead of "good" or "nice", say "you have learned how to ____________" or "That is the right way to do it" or "You did that very well." Praise the act not the child (and also disapprove the act, not the child).

Helpful Hints (Handout Material)

1. Do not tell the child how to make something. You will help him more if you guide him.
2. Do not ask the child what he is making. (He may just be enjoying experimenting with the materials.)
3. Encourage or praise the child whenever you can, and then mean what you say.
4. Safety first! If something looks dangerous for the child, channel his interests somewhere else.
5. We want to encourage sharing, but at the same time we must respect the property rights of others.

6. Have patience! You will be able to get through to a child much easier if you have this and understanding.
7. Use words the child can understand. Do not use baby talk.
8. Look directly at child when disciplining him, if possible.
9. Encourage the child to talk whenever possible. Listen to what he says.
10. We use our inside voices when we are in the room -- teachers as well as children.
11. Use a positive approach. Instead of telling the child what he cannot do, tell him something he can do in its place.
12. Be consistent in what you ask of the child.
13. No favorites!
14. If a child has some aggressions he wants to take out on someone, let him take them out on Bobo, our clown punching-bag, or clay, or some toy like a pounding bench or woodworking.
15. Blocks are to be stacked no higher than the child's head.
16. Toys are to remain in their designated areas. An exception to this rule are the cars and trucks. They may be "driven" anywhere in the room, except in the doll corner.
17. The children are responsible for putting away the toys they got out. Help them only if it is absolutely necessary.
18. Painters always wear a shirt. Remember to roll up long sleeves, too.
19. The child is to work only one puzzle at a time. You or another child can help him finish if it is difficult. Helping him feel it and observe the shape makes it possible for him to learn and complete it.
20. If the child needs to be corrected, do it right away so he knows what you are talking to him about.
21. The children always wash their hands after going to the bathroom.
22. Feet first down on the slide. Make sure no one is in the way when he goes down.
23. Have the children use the "brakes" on their trikes, so they don't hit anything -- other trikes, children, or curbs.
24. At storytime some children may look at other books if they can't pay attention to the story (or perhaps play quietly if they aren't ready for group stories). They must not disturb the group.
25. Encourage children to take turns. However, if a child is using an article he should be allowed a reasonable time to finish with it before sharing.
26. Encourage them to at least try everything on their plate at lunch. They do not have to clean up their plates, however.
27. Place yourselves so that all the children are being watched all the time. This is especially important outdoors.
28. Children are to walk in the room and in the halls.
29. Toys, books or other materials are to be kept out of the mouth.

Again, we are pleased that you have volunteered you services and we hope you will find the experience a profitable and satisfying one. Enjoy yourselves!! Children can sense how you feel!!

Volunteers were able to sign up for the program through the following agencies: (1) the City, (2) Volunteer Bureau, (3) Wichita State University, (4) Friends University, and (5) other organizations throughout the Greater Wichita Area.

The enthusiasm shown by the N.Y.C. workers and volunteer workers was very evident throughout the program. Their help proved to be invaluable. A copy of a "Certificate of Appreciation" which was awarded to volunteers is included in Appendix 31-B1.

The daily program of each teacher was what was compatible with her modus operandi. The daily schedule was planned and while being predictable was tremendously flexible, fluid, and sensitive to the behaviors and involvements of the children in the Centers.

Each period of active activity seemed to be followed by a period of quiet activity both indoors and outdoors.

During one active period when the children first arrived at the Center, the children seemed to have three main choices; they were: (1) to choose what they wanted to do and with whom they wanted to play with or if they wanted to work a puzzle by themselves, (2) to become engaged in an activity with the teacher or instructional aide, or (3) to participate and work at one of the interest centers in various parts of the room; this first period was mostly a self-directed situation and the spontaneity of the children was marvelous to behold; some children participated in all three groupings.

This period was followed by a quiet period; the children as a group would listen to a story, sing, take a nap, and do things together as a group. Usually after the nap the group would go outdoors; playground equipment and tricycles were available for the children to use.

The outdoor activity was followed by a quiet period to prepare and get ready for lunch. Thus, the children were provided a time for vigorous activity, quiet time experiences, bathroom, rest, and nutrition (lunch). There was a balance between small group activity, independent exploration, and total group activities.

The daily program usually involved some of the following learning experiences:

(1) language development,
(2) music activities,
(3) creative expression,
(4) dramatic play,
(5) creative art activities,
(6) indoor and outdoor play,
(7) literature experiences,
(8) cultural experiences,
(9) health, lunch, and
(10) free choice or free playtime.

One class schedule was as follows:

A. Work-Play activity 9:00 - 10:15 A.M.
    Use books, pictures, etc.
    Block building
    Painting
    Modeling with clay
    Woodworking, carpentry
    Water play
    Games, puzzles, wooden letters and numerals, plastic cookie cut-outs, cubes, etc.
    Informal experiences in language, science, mathematics, literature, music records
    Put away materials; use bathroom; wash hands

B. Outdoor Work-Play Time activity
   Outdoor experiences (The play areas were enclosed by fences and were unthreatened by nearby traffic.)
   Free play on playground equipment. (Supervision was constant on the playground.) Take turns riding tricycles up and down the walk.
   Outdoor water play
   Sandboxes
   Walks and excursions around the playground to collect objects such as rocks, leaves, insects, etc. Explore a bird's nest to see if any eggs are in it and to find out what it was made out of.

C. Nap time

D. Music time or maybe a special cooking project, conversation, etc.

E. Lunch time

The materials seemed to be very adequate;
(1) numerous picture books on a wide range of subjects
(2) an ample variety of wooden puzzles easy for children to handle
(3) wooden blocks both large and small
(4) all kinds of cars, trucks, trains, and other moveable toys
(5) records
(6) pictures
(7) art media and unstructured materials
(8) symbolic and structured materials (as in teaching the concept of a one-to-one relationship)
(9) musical instruments such as used in a rhythm band
(10) science equipment such as fish bowls, magnifying glass, etc.

The materials and equipment Early Start used were items used during the regular school year except for consumable items.

The parent-community involvement was a primary component of the Early Start summer program.

The Director, Director of Social Services, the Parent Coordinator, the five Social Worker Aides and some of the teachers were acquainted with individual children and their families prior to the beginning of the summer program. The family was interviewed by the Social Worker Aide in their home before the child was selected. Once selected and the agreement signed to send their child, the parents were encouraged to actively participate in the program. Each home was visited at least once during the summer in order to visit with the parents, check on enrollments for the fall program, to check on attendance, and to assist these parents in all ways possible.

Five parent meetings and one parent policy meeting were held during the summer for Early Start parents; the parents who attended seemed to enjoy them. Table 31.10 lists the number of parents only who were in attendance.

TABLE 31.10

FREQUENCY OF ATTENDANCE OF EARLY START PARENTS AT PARENT MEETINGS, SUMMER, 1971

N=6

Centers	Meetings 1st	2nd	3rd	4th	5th	6th	Total
Rogers	17	12	7	6	3	2	47
Kechi	14	6	5	2	2	4	33
Little	9	9	9	12	1	9	49
Irving	14	6	5	9	-	3	37
	54	33	26	29	6	18	166

The Parent Coordinator moderated all the parent meetings. She stated there were more people in attendance at these meetings than just parents; some parents were encouraged to bring their neighbors or guests; extra guests came on the following dates:

Dates	Number of guests at parent meetings
June 23	4 visitors
June 29	8 visitors - at "Water Safety" film
July 1	14 visitors
July 8	17 visitors - Luncheon at Health Center
July 13	4 visitors
July 15	3 visitors

Two Parent Food Demonstrations were presented by a Home Economist to help the parents understand good nutrition and to use food items they had on hand or the commodities available at the Commodity Distribution Center. At the first "Parent Food Demonstration" a complete luncheon was prepared. The women in attendance were active participants in the process; they helped serve the items prepared and sampled the food. The second "Parent Food Demonstration" consisted of preparing "One Complete Meal" which included three main dishes, three salads, desserts, and beverages. The main focus of the "Food Demonstrations" was to help parents be more able to estimate and provide ideas on how to prepare and serve meals attractively with variety instead of serving a food just one way by taking it out of a can. These meetings were held in a Lutheran Church.

The parent participants were urged to use the simple equipment they had in their homes.

A book of mimeographed recipes were furnished to each parent and guest. Special diets were discussed.

Discussion and questions were encouraged throughout the program.

The women who were present at these meetings seemed to enjoy and to be appreciative of the new techniques presented by the Home Economist.

A film on "Water Safety" was shown early in the summer as shown on the calendar in Appendix 31-A1.

Each of the four Centers organized a parent advisory council and elected their own officers to serve until late October, 1971. Parent education supplemented the classroom activities, too. Handout leaflets provided by the Agriculture Department dispensed information for the parents of some of the basic skills and habits children need to acquire to better succeed in school. Some of the leaflets distributed were: Helping Parents Teach Young Children, Fun With Circles, Learning Through Touch, Learning Different Shapes, Books for Children, and Teach Children to Listen. These were from the Federal Extension Service, U.S. Department of Agriculture, issued March, 1966. Parents will receive other booklets in the fall.

Teachers, also, tried to visit each home at least once during the summer in order to build a bridge between home and school and interpret the school program to the parents.

The Director noted that approximately one-third of the staff time was spent with the family and community in order to help the family with nutrition, improved child rearing practices, better housing, employment, medical services, consumer education, and budgeting. In every way possible, parents were given information about how to obtain needed services in the community. The entire staff worked with people, but endeavored not to add to their dependency needs.

In summary, the parent meetings included: (1) educational activities as requested by the parents, (2) opportunities for social outlets, (3) participation in employment of personnel (the final decision was from the Board of Education Personnel Office), (4) committee for the selection of children, (5) representation of parents at Board of Education meetings, the CAP meetings, and at state and national functions of the Full Year Head Start program. A copy of a communication sent by mail to parents for the first parent meeting is included in Appendix 31-I1 . Meetings were held at all four Centers during the summer session; all staff members attended some of the parent meetings; the nurse and counselor gave short talks on what they did. The meetings seemed to be most beneficial for both the parents and the staff.

Budget

The Title I Early Start summer program, 1971, was supplemented by the Elementary - Secondary Education Act, Title I, PL 89-10; the total amount budgeted for this six-week activity was $26,473.00. This amount included: (1) $19,657.00 for salaries for the following Early Start personnel: (a) eight classroom teachers for four hours per day, (b) eight instructional teacher aides for four hours per day, (c) one Director for two months, (d) one Social Service Director for two months, (e) five Social Service workers for two months, (f) one counselor to work half-time for six weeks, (g) two secretaries for two months (one at half-time), (h) one nurse to work half-time for six weeks, (i) one Parent Coordinator for two months, (j) one custodian for two months, and (k) two Center Aides for four hours per day, for a six-week period, (2) $1,048.00 for supplies: (a) general supplies, (b) classroom supplies, and (c) Parent Education supplies for 140 families, (3) $4,746.00 for other costs such as: (a) pupil transportation in two buses to four Centers twice a day, (b) three field trips per class, (c) lunches for all pupils in attendance in Early Start classes for a six-week period, (d) travel expenses for teachers, and (e) travel expenses for five Social Worker Aides, and (4)

$1,022.00 for OASI. The per pupil cost was $182.57. This amount is only the additional cost of this program. It does not include buildings, maintenance, major equipment items, etc. which are normally included in the regular school year per pupil costs.

EVALUATION

From the goals of the Full Year Head Start program, program objectives were developed for the evaluation of the six week Early Start summer program, 1971.

Objectives chosen for evaluation were:

1. The child enrolled in Early Start will be provided an introduction to school life and group living and will demonstrate improvement in a more positive self-image and in more positive responses toward school, as indicated by teacher responses on the Wichita Early Start Inventory (hereinafter referred to as the WESI), Part II, items 1, 4, 5, 6, 9, 10, 16, 20, and 21.
2. The child enrolled in Early Start will demonstrate improvement in oral vocabulary and verbal communication skills as measured by his responses to WESI, Part I, items 1 through 14; Part II, items 11, 12, 13, 15, 17, 18, 22, 23, 24, and 25.
3. The child enrolled in Early Start will demonstrate improvement in the development of a more positive self-concept as indicated by responses to WESI, Part I, items 1, 2, 3, 4, 5, and Part II, items 7, 8, 14, 19, 20, and 21.

Enrollment for the summer program resulted from: (1) home visits from Head Start staff members, (2) personal contact with present Head Start parents, and (3) referrals from welfare workers, school principals, health department workers, clergymen, physicians, friends, and self-referrals by parents. The selection criteria included the Office of Economic Opportunity poverty guidelines. Eligible children were selected on the basis of proportionate representation both racially and geographically of the low income families in the community of Unified District No. 259. The children that participated in the Early Start summer program were selected by an Enrollment Committee: (1) the Early Start Director, (2) the Social Service Director, and (3) two parents of Early Start children from each of the four Early Start Centers. The committee tried to maintain the current ratio of 55% black, 40% white, and 5% other minority. The racial mix in each of the eight classrooms was maintained as closely as was reasonably possible. Some of the variables considered by the Enrollment Committee at selection time were: (1) financial guidelines, (2) number of children in the family, (3) physical disabilities, (4) emotional dysfunctions, (5) racial balance, and (6) geographical balance. Initially, for the summer of 1971, 144 children were screened to participate in the Early Start program. According to the Early Start Director over 500 children were eligible to attend.

By decision of the Parent Advisory Committee, if selection had to be made among children with apparently equivalent needs, consideration was given to the family who had not previously had a child in a Head Start program in order to share the benefits of the program with a larger population of the Greater Wichita Community.

Enrollment for Early Start was a continuing and consistent program starting with the Winter Head Start family contacts and social workers. The lists included: (1) the child's name, (2) address, (3) birth date,

(4) telephone number, (5) parents' name, and (6) elementary school attending in the fall. An enrollment form is included in Appendix 31-J1. These children had to be four years old on or before September 1, 1971; a birth certificate was required.

The classes were held in the regular classrooms of the Wichita Public Schools and the Kechi Child Development Center.

One hundred forty-five pupils participated in the Early Start summer program, a time period of six weeks. Five children moved or dropped out of the program before the six weeks ended.

Participation statistics were listed for boys, girls, and combined classes in Tables 31.11, 31.12 , and 31.13. Total enrollment by race included: (1) Caucasian - 26.90% (39), (2) Oriental - 1.38% (2), (3) Negro - 58.62% (85), (4) Spanish American - 12.41% (18), and American Indian - .69 (1). In total, there were 14.48% more boys than girls enrolled in the Early Start summer program; in contrast, there were 2.07% more Caucasian girls enrolled than Caucasian boys.

The mean class size was eighteen pupils per class; the range of days attended per pupil was from 2 to 30; the mean number of days attended was 22.01 as shown in Table 31.18. The median number of days attended was 25.05. The mean days of absences was 7.99 days per pupil.

TABLE 31.11

BOYS ENROLLED IN THE FOUR* TITLE I
EARLY START CENTERS DURING THE SUMMER OF 1971

Number of classes = 8 Number of boys = 83
Number of days in the summer session = 30

Classes	# in Class	% in Class	Race** 1	2	3	4	5	Total Days Attended	Range of days Attended
A	10		1		4	5		192	9-29
B	9		2	1***	5		1	206	13-28
C	7		3		4			132	3-28
D	10		3		7			234	10-30
E	13		3	1***	4	5		300	8-30
F	11		1		9	1		203	2-30
G	13		3		9		1	290	10-30
H	10		2		8			233	12-30
Totals	83		18	2	50	11	2	1,790	2-30

*There were two classes of Early Start at each of the four Centers.
** 1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5=American Indian
*** The first child is a Polynesian; the second child is an Indonesian.

TABLE 31.12

GIRLS ENROLLED IN THE FOUR* TITLE I EARLY START CENTERS DURING THE SUMMER OF 1971

Number of classes = 8 Number of girls = 62
Number of days in the summer session = 30

Classes	# in Class	% in Class	Race** 1	2	3	4	5	Total days Attended	Range of days Attended
A	5		3			2		103	13-28
B	11		3		8			234	8-26
C	12		6		6			244	9-27
D	8		3		5			208	19-30
E	6		2		1	3		127	13-30
F	7		1		6			172	20-29
G	5		2		2	1		128	19-28
H	8		1		7			186	10-30
Totals	62		21	-	35	6	-	1,402	8-30

*There were two classes of Early Start at each of the four Centers.

** 1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5=American Indian; no Oriental or American Indian girls were enrolled in the Early Start summer program, 1971.

TABLE 31.13

PARTICIPATION STATISTICS FOR ALL PUPILS ENROLLED IN THE FOUR* TITLE I EARLY START CENTERS DURING THE SUMMER OF 1971

Number of classes = 8
Number of pupils = 145
Number of days in the summer session = 30

Centers	Number in class Male	Number in class Female	Total	Race** 1	2	3	4	5	Total number of days attended Male	Female	Total
A	10	5	15	4		4	7		192	103	295
B	9	11	20	5	1***	13		1	206	234	440
C	7	12	19	9		10			132	244	376
D	10	8	18	6		12			234	208	442
E	13	6	19	5	1***	5	8		300	127	427
F	11	7	18	2		15	1		203	172	375
G	13	5	18	5		11	2		290	128	418
H	10	8	18	3		15			233	186	419
Totals	83	62	145	39	2	85	18	1	1,790	1,402	3,192

*There were two classes of Early State at each of the four Centers.

** 1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5=American Indian. These categories are used by the Wichita Board of Education to represent and classify social groups recognized by the community of Greater Wichita.

*** The first child is a Polynesian; the second child is an Indonesian.

TABLE 31.14

RACIAL DISTRIBUTION OF BOYS IN THE TITLE I EARLY START SUMMER PROGRAM, 1971

Race*	1	2	3	4	5	Total
Number of boys	18	2**	50	11	2	83
Percent	12.41	1.38	34.48	7.59	1.38	57.24

TABLE 31.15

RACIAL DISTRIBUTION OF GIRLS IN THE TITLE I EARLY START SUMMER PROGRAM, 1971

Race*	1	2	3	4	5	Total
Number of girls	21	-	35	6	-	62
Percent	14.48		24.14	4.14		42.76

TABLE 31.16

RACIAL DISTRIBUTION OF ALL PUPILS IN THE TITLE I EARLY START SUMMER PROGRAM, 1971

Race*	1	2	3	4	5	Total
Number of pupils	39	2**	85	18	1	145
Percent	26.90	1.38	58.62	12.41	.69	100.00

*1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5=American Indian

TABLE 31.17

RACIAL AND ECONOMIC COMPOSITION OF THE FOUR TITLE I EARLY START CENTERS SUMMER ENROLLMENT, 1971

Race	Number Under OEO Income Level				Number Over OEO Income Level				Total by Sex				Total by Race	
	Male		Female		Male		Female		Male		Female			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Caucasian	18	12.4	21	14.5			0	0	18	12.4	21	14.5	39	26.9
Oriental*	0	0	0		2	1.4	0	0	2	1.4	0	0	2	1.4
Negro	49	33.8	35	24.1	1	.7	0	0	50	34.5	35	24.1	85	58.6
Spanish American	11	7.6	6	4.1			0	0	11	7.6	6	4.1	17	11.7
American Indian	2	1.4	0				0	0	2	1.4	0	0	2	1.4
Total	80	55.2	62	42.7	3	2.1	0	0	83	57.2	62	42.8	145	100.00

*The first child is Polynesian; the second child is Indonesian.

TABLE 31.18

SUMMARY ATTENDANCE DATA FOR THE
EARLY START SUMMER PROGRAM, 1971

Pupils	Number of pupils	Percent of pupils	Total days attended	Total days absent	X number of days attended	X number of days absent
Boys	83	57.24	1,790	700	21.57	8.43
Girls	62	42.76	1,402	458	22.61	7.39
Total	145	100.00	3,192	1,158	22.01	7.99

To attempt to get some measure of the improvement of self-image and language skills, a locally prepared inventory (WESI)* was administered to a stratified random group of children during the first week and again during the last week of the six-week summer period. Pre-post results for Part I are shown in Table 31.19. The children enrolled in Early Start had a mean gain of 5.8 points on Part I of the Pre-Posttests of the inventory. Detailed item responses are shown in Table 31.20. Five inventories were not completed on Part II; however, for the inventories that were completed the teachers indicated that those children improved in social attitude and group interaction.

Only three children called wastebasket a wastebasket; the most common term was trash can, item 6, ninth word; chalk, item 6, tenth word was called: "color", "cigarette", "big tablet of medicine", and "crayola"; scissors, item 6, seventh word, were called "clippers" and "cutters"; in item 7, green, red, and black were the most recognized colors; most children understood the concepts of "on and under" and "in and out", items 13 and 14 respectively; all of the children that would talk responded correctly to item 5.

Two children (in the random sample) at one of the Early Start Centers never said a word all summer (six weeks) when spoken to by the teacher. One child was a Caucasian female; the other child was a Caucasian male. These children seemed to be accepted by their peers; they liked especially to play with blocks and puzzles; some child was always playing with them the five times they were observed; also, they liked to ride the tricycles. This teacher, teacher's aide, N.Y.C. worker, and volunteers were as relaxed and warm toward these children as to the others. The spectrum of behavior was very wide - from the complete silence of two children to extreme hyperactive children that were worked with individually in a play therapy situation by the counselor; indeed, some behavior was rather bizarre at times; but, to repeat again, the teacher accepted the hyperactive child, too, gave him a hug, suggested a change of activity which the child immediately pursued with gusto! Each child had the full attention of some adult some part of each day. The adult-pupil ratio was 1 to 3. (This included the eight teachers, eight teacher aides, counselor, five social workers, fourteen volunteers, fifteen N.Y.C. workers and one WSU student. If necessary, the Director, Social Service Director and Parent Coordinator could be called on for assistance, but they were not included in the adult-pupil ratio.) With this number of adults in the room the children were dispersed in many small groups; some children

*See Appendix

worked individually; some played a duet with the counselor; there was some adult nearby to respond to a child if the need arose.

At another Center (again, children who happened to be in the stratified random sampling) five Mexican American children spoke no English; these children had a very capable, experienced Head Start teacher and seemed to make remarkable progress during the six-week summer session.

It most assuredly appears that the most important ingredient of the Early Start summer program was the capable staff of eight classroom teachers and the guidance afforded by the Director. In each classroom there was a remarkably comfortable, relaxed atmosphere with buoyant, viable, exuberant four-year-old children participating in some activity from working a puzzle, painting, pushing cars all over the floor, pouring water into different size jars to listening avidly to the storyteller of the day, a teacher or a teacher's aide. The children appeared to be enjoying life tremendously; it seemed that every child had a chance for a satisfying school life experience; the children appeared to be happy, secure, and self-confident to a great extent in the school environment. A photograph of each child was taken by the teacher and attractively put up on the bulletin board; a full-length mirror was in each room, too. To say it simply, each child was considered an important, magnificent human being.

In addition, the teachers seemed to be aware of the synergistic role of listening, speaking, and observing as major sources of language development. Language experiences were abundant in all Centers.

It appears that Objectives 1, 2, and 3 were met to some degree; the Early Start participants should be better prepared to begin Head Start in August than if they had not had the additional six-week experience. This background of experience should enable them to better cope with school situations in successful ways.

One noticeable problem was that the small number of classes at each Center made it necessary to share buses; this meant that a bus had to stop and deliver one Center's children before going to the other Center. This resulted in a longer class period than the Director had intended or anticipated for two Centers. Irving and Little Centers operated from 9:00 a.m. to 1:00 p.m.; this made a long day for both children and staff in the summer heat. The teachers at Irving and Little had to adapt their schedules to include the extended day with varied amounts of active and quiet play.

If Early Start bussing had not been done the classes would not have been integrated; by bussing all Early Start classes were integrated; at Rogers, Irving and Little many children "walked-in." However, the buses were also used for the Early Start children and teachers to participate in three field trips: (1) to Cowtown, (2) Joyland, and (3) a swimming party; all four Centers went on these field trips or a total of twenty-four field trips.

RECOMMENDATIONS

The results indicate that the program has accomplished satisfactorily to some degree the objectives which were intended.

The following recommendations are made:

- Continue and expand the program in neighborhood schools.
- Assign mini-buses to each Center.
- Refine the pupil inventory used for collection of data.

TABLE 31.19

PRE-POSTTEST SCORES ON THE WICHITA EARLY START INVENTORY ADMINISTERED TO A STRATIFIED RANDOM SAMPLING OF CHILDREN ENROLLED IN THE TITLE I EARLY START SUMMER PROGRAM, 1971, IN JUNE 1971, AND TO THE SAME CHILDREN IN JULY, 1971*

Number of pupils = 20 Number of possible points = 60

Subject	Part I Pre-test Scores	Percent of correct Responses	Part I Posttest Score	Percent of correct Responses	Percent of Gain
A	0	0.00	0	0.00	0.00
B	31	51.66	40	66.66	15.00
C	32	53.33	38	63.33	10.00
D	19	31.66	24	40.00	8.33
E	50	83.33	52	86.66	3.33
F	49	81.66	50	83.33	1.67
G	43	71.66	43	71.66	0.00
H	15	25.00	17	28.33	3.33
I	48	80.00	53	88.33	8.33
J	30	50.00	30	50.00	0.00
K	25	41.66	36	60.00	18.33
L	14	23.33	35	58.33	35.00
M	14	23.33	36	60.00	36.67
N	28	46.66	35	58.33	11.67
O	43	71.66	46	76.66	5.00
P	46	76.66	47	78.33	1.67
Q	45	75.00	48	80.00	5.00
R	35	58.33	38	63.33	5.00
S	28	46.66	40	66.66	20.00
T	28	46.66	31	51.66	5.00
TOTAL	623		739		

Pre $\bar{X}$ 31.15 Post $\bar{X}$ 36.95

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*In June, 1971, three children were randomly selected and tested from each of the eight Early Start classrooms. Twenty of these twenty-four children were present for the July 1971 Posttest.

EARLY START

The following pages represent the format for a controlled interview* situation with a 4 year old child who is a member of the Early Start summer program.

It is planned that the interview be given to a random sample of Early Start children during the first week of the summer program and again during the last week. The interview should be conducted by the same person in both instances.

The interviewer should establish rapport with the child before starting the interview questions. The child may be told, "I would like for you to play some games with me. I will also ask you some questions as we go along. You tell me the answers. I will be making some marks on my paper to help me remember what you have said."

*Cards in a pocket were provided for each teacher for items 7, 8, 9, 11, 13, and 14 for the "Wichita Early Start Inventory."

TABLE 31.20

FREQUENCY OF RESPONSES ON THE WICHITA EARLY START INVENTORY ADMINISTERED TO A STRATIFIED RANDOM SAMPLING OF CHILDREN ENROLLED IN THE EARLY START SUMMER PROGRAM, 1971, IN JUNE 1971, AND TO THE SAME CHILDREN IN JULY 1970 *

Number of children = 20

Time interval = six weeks

		Correct Response		Don't Know		No Response	
		Pre	Post	Pre	Post	Pre	Post
PART I							
1. What is your name?	Q1	13	17	2	1	12	2
(The desired response would be his first [or name he goes by] and last name.)							
If he gives only his first name, ask "What is your last name?"	Q2	6	2	7	5	2	3
If he gives a nickname, ask "What is your other name?"	Q3	5	1	4	4	2	4
What is your mother's name?	Q4	9	9	9	6	2	5
Record response ________________							
What is your father's name?	Q5	2	6	8	9	10	5
Record response ________________							
2. Where do you live?**	Q1	2	4	14	13	6	4
(The desired response would be the street adress.)							
If he says "In a house," ask "Where is the house?"	Q2	1	1	15	7	4	3
If he gives only the street name, ask "What is the house number?"	Q3	2	1	14	9	4	4

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*In June 1971, three children from each of the eight Early Start classrooms were tested. Twenty of these 24 children were present for the July 1971 Posttest.

**Some children knew the name of the street they lived on but not the exact address.

TABLE 31.20 (cont'd)

		Correct Response		Don't Know		No Response	
		Pre	Post	Pre	Post	Pre	Post
3. How old are you?	Q1	10	11	8	4	2	5
(The desired response is his age in years.)							
If he holds up fingers, ask "How many is that?"	Q2	2	5	6	1	2	2
4. How many brothers do you have?	Q1	7	8	11	8	2	4
Record response ________________							
How many sisters do you have?	Q2	7	8	11	6	2	6
Record response ________________							
5. Are you a boy or a girl?	Q1	18	18	-	-	2	2
6. Show or point to some common objects which are found in the classroom. Ask "What is this?"	Q1						
(If incorrect, write the name he said in the blank.)							
________________ pencil	Q1	16	18	2	0	2	2
________________ crayon	Q2	13	18	5	0	2	2
________________ book	Q3	16	18	2	0	2	2
________________ piece of paper	Q4	15	17	3	1	2	2
________________ chair	Q5	18	18	0	0	2	2
________________ table	Q6	18	18	0	0	2	2
________________ scissors	Q7	15	18	3	0	2	2
________________ door	Q8	18	18	0	0	2	2
________________ wastebasket	Q9	10*	16	8	2	2	2
________________ chalk	Q10	2	9	16	9	2	2
________________ clock	Q11	14	17	4	1	2	2

*Only three called wastebasket "wastebasket;" the others called it "trash can or trash barrel" which was accepted as correct.

TABLE 31.20 (cont'd)

7. Show S a series of cards with different shapes on them. Ask "Which ones are alike?" "Point to the ones that are alike."

					Correct Response		Don't Know		No Response	
					Pre	Post	Pre	Post	Pre	Post
Card 1	○	○	□	Q1	11	16	8	2	2	2
Card 2	□	○	□	Q2	7	10	11	8	2	2
Card 3	△	○	○	Q3	11	14	7	4	2	2
Card 4	○	△	△	Q4	10	13	8	5	2	2
Card 5	□	△	□	Q5	6	12	12	6	2	2
Card 6	◯	○	○	Q6	5	9	13	9	2	2
Card 7	▵	△	▵	Q7	6	7	13	11	2	2
Card 8	□	▫	□	Q8	8	6	10	12	2	2
Card 9	Ⓡ	Ⓡ	Ⓖ	Q9	11	10	7	8	2	2
Card 10	B	Y	B	Q10	9	8	9	10	2	2

8. Show S the same series of cards above. Ask "Which one is not like the others?" "Point to the one that is not like the others."

					Correct Response		Don't Know		No Response	
					Pre	Post	Pre	Post	Pre	Post
Card 1	○	○	□	Q1	9	10	9	8	2	2
Card 2	□	○	□	Q2	8	10	10	8	2	2
Card 3	△	○	○	Q3	11	11	7	7	2	2
Card 4	○	△	△	Q4	10	12	8	6	2	2
Card 5	□	△	□	Q5	5	8	13	10	2	2
Card 6	◯	○	○	Q6	8	6	10	12	2	2
Card 7	▵	△	▵	Q7	5	9	13	9	2	2
Card 8	□	▫	□	Q8	5	8	13	10	2	2
Card 9	Ⓡ	Ⓡ	Ⓖ	Q9	3	8	15	10	2	2
Card 10	B	Y	B	Q10	6	7	12	11	2	2

TABLE 31.20 (cont'd)

		Correct Response		Don't Know		No Response	
		Pre	Post	Pre	Post	Pre	Post
9. Show S a card with colors on it. Point to color and ask "What is the name of this color?"							
(a) red	Q1	10	14	8	4	2	2
(b) yellow	Q2	5	10	13	8	2	2
(c) blue	Q3	8	9	10	9	2	2
(d) green	Q4	12	11	6	7	2	2
(e) black	Q5	9	12	7	6	4	2
(f) brown	Q6	4	9	13	9	3	2
(g) orange	Q7	7	12	11	6	2	2
(h) purple	Q8	7	9	11	9	2	2
10. Show S a penny and a dime. Ask "Which one will buy more candy?"	Q1	9	9	7	9	4	2
"What is the name of this coin?"	Q2	5	8	11	10	4	2
11. Show S the card. △ △ △							
Ask "Which one is big? Point to the one that is biggest."	Q1	15	18	3	0	2	2
"Which one is little? Point to the one that is littlest."	Q2	14	16	4	2	2	2
12. Hold up your hand with varying numbers of fingers outstretched. Ask S "How many fingers do I have up?"							
(a) one finger	Q1	15	17	2	1	3	2
(b) three fingers	Q2	10	13	8	5	2	2
(c) two fingers	Q3	10	13	7	5	3	2
(d) four fingers	Q4	8	10	9	8	3	2

TABLE 31.20 (cont'd)

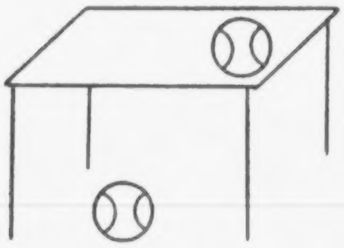
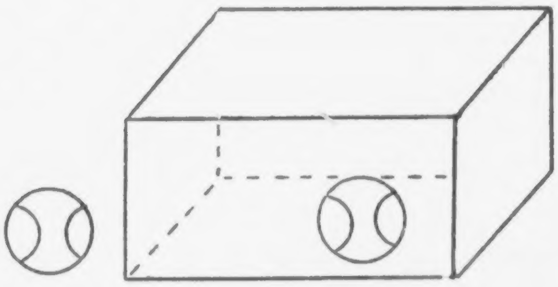
		Correct Response		Don't Know		No Response	
		Pre	Post	Pre	Post	Pre	Post
13. Show S a card with a drawing of a table and balls. Ask "Which ball is on the table? Point to it."	Q1	15	16	3	2	2	2
"Which ball is under the table? Point to it."	Q2	16	15	2	3	2	2
							
14. Show S a card with a drawing of a box and balls. Ask "Which ball is in the box? Point to it."	Q1	16	17	2	1	2	2
"Which ball is out of the box? Point to it."	Q2	15	16	3	2	2	2
							

TABLE 31.20 (cont'd)

	Yes		No		Not Observed	
	Pre	Post	Pre	Post	Pre	Post
PART II*						
1. Child is toilet trained.	20	13	-	-	-	-
2. Child knows where the rest room is.	19	13	1	-	-	-
3. Child demonstrates proper use of eating utensils. (a) fork (b) spoon (c) knife	19	13	0	-	1	-
4. Child pays attention when directly spoken to.	14	8	6	5	0	-
5. Child pays attention when the group he is in is spoken to.	9	7	9	6	2	-
6. Child knows and uses names of the adults in the classroom.	4	7	12	6	4	-
7. Child speaks freely to peers and adults in the school setting.	14	11	6	2	-	-
8. Child narrates own experiences spontaneously to the teacher or group.	9	8	9	5	2	-
9. Child listens to stories read or told by teacher or aide with interest.	9	9	9	4	2	-
10. Child listens and responds to music.	13	12	7	1	0	-
11. Child remembers and can sing simple songs.	7	11	7	2	6	-
12. Child can identify simple songs when just the melody is played.	0	7	4	4	16	2
13. Child can say many rhymes and poems by memory.	0	6	6	3	14	4
14. Child participates in dramatic play spontaneously.	6	6	10	5	4	2
15. Child speaks in sentences rather than fragments.	10	11	8	2	2	-

*Seven inventories were not completed on Part II on the Posttests.

TABLE 31.20 (cont'd)

	Yes		No		Not Observed	
	Pre	Post	Pre	Post	Pre	Post
16. Child relates ideas in sequence.	6	11	7	2	7	-
17. Child pronounces most common words properly.	12	9	3	2	5	2
(a) that						
(b) little						
(c) they						
(d) there						
(e) this						
(f) those						
(g) does						
(h) stove						
(i) star						
(j) few						
18. Child identifies common sounds.	9	10	5	0	6	3
(a) clapping						
(b) bell						
(c) horn of car						
(d) ticking of a clock						
(e) peoples' voices						
(f) bark of dog						
(g) meow of cat						
19. Child likes to draw and paint.	13	12	5	1	2	-
20. Child likes to sing and dance.	6	11	5	2	9	-
21. During free play child will most often:						
(a) play with a group	7	10				
(b) play by himself	13	5				
(c) not play	0	0				
22. Child has developed certain concepts						
(a) up - down	8	12	2	1	10	
(b) in - out	10	12	2	1	8	
(c) on - under	11	13	1	0	8	
(d) big - little	10	11	3	2	7	
(e) same - different	6	11	6	2	8	
(f) biggest - littlest	10	12	8	1	2	
(g) alike - not alike	7	9	5	4	8	
23. Child uses descriptive adjectives.	7	8	6	3	7	2
24. Child knows the numbers 1 to 5.	7	5	7	7	6	2
25. Child recognizes and names objects in the classroom.	17	10	1	3	2	0

APPENDIX 31

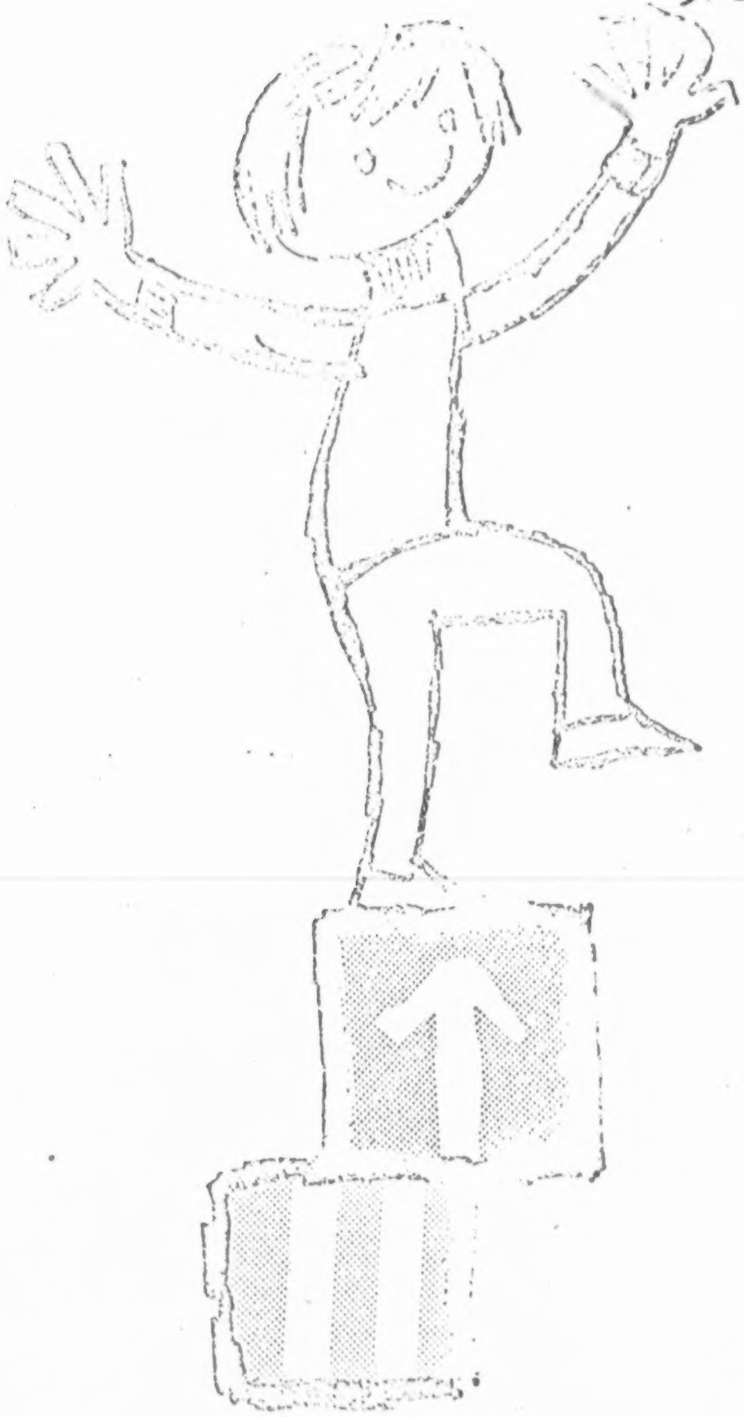
31-A1

EARLY START SUMMER CALENDAR, 1971

June 14	-Early Start begins
June 21	-TB Testing begins at Centers -1:30 P.M. Room #201 at Community Education Center meet with Dr. Brewer of Wichita Guidance Center
June 22	-Rogers Parent Get Together -1:00 P.M. Staff Meeting at Kechi Center
June 23	-Kechi Parent Get Together -Cowtown Field Trip for Rogers and Little Centers
June 24	-Irving Center Parent Get Together -Cowtown Field Trip for Kechi and Irving Centers
June 25	-Little Center Parent Get Together
June 29	-Staffing at Rogers -Kechi and Irving Parent Meeting on safety - Film - "Water Safety"
June 30	-Staffing at Little
July 1	-Rogers and Little Parent Meeting on safety - Film - "Water Safety" -Staffing at Irving 8:00 A.M. -Enrollment Committee C.E.C. 1:00 P.M.
July 2	-Staffing at Kechi
July 5	-No school
July 6	-DPT Polio - Kechi
July 7	-DPT Polio - Rogers -Field Trip to Joyland - Kechi and Irving Centers
July 8	-DPT Polio at Irving Center -Field Trip to Joyland - Little and Rogers Centers -Parent Food Demonstration I
July 9	-DPT Polio at Little Center
July 12	-Social Service Meeting -Parent Meeting 3:00 P.M. at C.E.C. Room #209
July 13	-Parent Advisory Council Meeting C.E.C. Building
July 15	-Staff Meeting at Little Center -Parent Food Demonstration II

July 19	-Social Service Meeting
July 21	-Field Trip to McConnell Swimming Pool for Kechi and Irving Centers -Parent Meeting conducted by Policy Committee (Little - Rogers) -Volunteer Recognition
July 22	-Field Trip to McConnell Swimming Pool for Little and Rogers Centers -Parent Meeting conducted by Policy Committee (Kechi - Irving) -Volunteer Recognition
July 23	-Last Day of Head Start -Parent Meeting at Little

31-B1



this certificate
# of appreciation

is awarded to ____________________

for volunteer service to project **HEAD START**

A Community Action Program

It is only through the active participation of devoted citizens like you that the program will grow and be able to help more children in the years ahead.

Richard E Orton

ASSOCIATE DIRECTOR
PROJECT HEAD START

LOCAL PROJECT DIRECTOR

MY RIGHTS
As A Head Start Parent

1. To take part in major policy decisions affecting the planning and the operation of the program.

2. To help develop adult programs which will improve daily living for me and my family.

3. To be welcomed in the classroom.

4. To choose whether or not I participate without fear of endangering my child's right to be in the program.

5. To be informed regularly about my child's progress in Head Start.

6. To be always treated with respect and dignity.

7. To expect guidance for my child from Head Start teachers and staff, which will help his total individual development.

8. To be able to learn about the operation of the program, including the budget and the level of education and experience required to fill various staff positions.

9. To take part in planning and carrying out programs designed to increase my skill in areas of possible employment.

10. To be informed about all community resources concerned with health, education and the improvement of family life.

MY RESPONSIBILITIES
As A Head Start Parent

1. To learn as much as possible about the program and to take part in major policy decisions.

2. To accept Head Start as an opportunity through which I can improve my life and my children's lives.

3. To take part in the classroom as an observer, a volunteer worker or a paid employee, and to contribute my services in whatever way I can toward enrichment of the total program.

4. To provide parent leadership by taking part in elections, to explain the program to other parents and encourage their full participation.

5. To welcome teachers and staff into my home to discuss ways in which parents can help their children's development at home in relation to school experience.

6. To work with the teacher, staff and other parents in a cooperative way.

7. To guide my children with firmness, which is both loving and protective.

8. To offer constructive criticism of the program, to defend it against unfair criticism and to share in evaluating it.

9. To take advantage of programs designed to increase my knowledge about child development and my skills in areas of possible employment.

10. To become involved in community programs which help to improve health, education and recreation for all.

31-E1

SOCIAL SERVICE HOME VISITATION RECORD

HEAD START - WICHITA PUBLIC SCHOOLS

CONTACT DATES: FROM______TO______. WORKERS SIGNATURE________________

DATE	DAY	TIME	DESTINATION ADDRESS	PURPOSE OF CONTACT

31-F1

SOCIAL SERVICE RECORD

HEAD START - WICHITA PUBLIC SCHOOLS

CHILD'S NAME________________________ WORKER________________________

DATES________________________

DATE	REASON FOR CONTACT	REFERRAL INFORMATION AND COMMENTS

31-G1

HEAD START HOME VISIT SUMMARY
Wichita Public Schools

Child's Name

Description of the child. (Parents viewpoint)

child interested in school? Looking at books?

as child had a chance to play with other children?

ethods of discipline that work best with your child.

oes child speak so most people can understand him?

alk freely?

oods he likes or dislikes?

oes he take a nap?

ther things about your child we should know.

hat do you hope your child will get out of Head Start?

. Parent Participation.

illing to have the Head Start teacher and social service person visit?

en is best time to visit?

le to visit the classroom?

le to volunteer at the Center? Best time to come?

tivities for parents that would interest you most.

ve time to be active with the Parent Policy Committees?

at would you want Head Start to do for your family?

I. Interviewer's Evaluation.

ild's personality or special problems, experiences out of the home, inter-family relationships, description of other famil mbers, home environment.

Interviewer's Signature

SAMPLE EARLY START MENUS

Morning snack: everyday milk and graham crackers

Menu Number 1

Cheese sandwich
Carrot sticks (4" x 2" - 2 sticks)
Orange juice ($\frac{1}{2}$ cup serving)
Rolled wheat cookie

Menu Number 2

Peanut Butter - Honey sandwich
Canned Peaches ($\frac{1}{4}$ cup)
Cherry Tomatoes (1 each)
Sugar cookie

Menu Number 3

Sliced Bologna sandwich (2 - $\frac{1}{2}$ sandwiches)
Celery sticks (2 sticks - 4" x $\frac{1}{2}$")
Orange Juice ($\frac{1}{2}$ cup)
Banana ($\frac{1}{2}$ banana)
Carton of milk

Menu Number 4

Jelly sandwich
Cheese sticks (1 oz. serving)
Canned pineapple ($\frac{1}{4}$ cup)
Peanut Butter cookie

Dear Parents,

We are calling a training session for all four centers, Friday July 23, at Little Center. Now, this is our last meeting for the Summer, the session will help you to learn about the Program Guidelines, Budget, Parent Involvement, etc. We really need you to help plan other helpful ideas for the Head Start Program.

This is left up to you, how well our program will run this year. I am sure that each one of you will want the very best for your child. Ride the bus with your child and some one will pick you up and bring you to Little Center. Mothers, why don't we have some cookies and punch to refresh us.

See you Friday!

Dovie McGilbray, Parent Coordinator
Henry Burleigh Jr., Chairman Policy Council

July 23, 1971

Dear Parents:

Gosh, but we sure enjoyed having your child with us in Early Start this summer! But, alas and alack, like all good things, it has to come to an end (for the summer at least). Today July 23 is the last day for Summer School! But, don't worry! The Head Start school year will begin on Thursday, August 26 and we will eagerly be awaiting the return of your child!

You should be receiving a letter in August giving you the New Bus time and the Center your child will be attending in the fall.

HAVE A HAPPY SUMMER!
SEE YOUR CHILD IN AUGUST!

HEAD START STAFF

31-J1

ENROLLMENT AGREEMENT

I have had the Head Start Program explained to my satisfaction; I would like to have my child,__________________________________, enrolled. In addition to attending classes, I understand that several other activities are part of the Head Start Program.

A. Transportation - buses will pick up children at their neighborhood school, deliver them to the Head Start Center and return them to their neighborhood school after Head Start classes.

B. Social Services - teachers and social workers will visit with families in the home. Social service staff will assist in referring families to appropriate community agencies.

C. Parent Activities - parents will be asked to participate in group discussions, class visistations and decision making in planning and carrying out the program.

D. Health Services - immunizations will be given at the Center. Each child will receive a medical and dental examination and needs for further care will be followed up.

E. Nutrition services - each child will receive a nutritious hot lunch and a snack as a part of the daily program.

F. Field Trips - children will be taken on trips to various places for educational enrichment.

I further understand that children are admitted and assigned to the Centers without regard to race, creed, or national origin.

____
INTERVIEWER

____
PARENT'S SIGNATURE

744-1215
Center Telephone

____
address

EARLY START

The following pages represent the format for a controlled interview situation with a 4 year old child who is a member of the Early Start summer program.

It is planned that the interview be given to a random sample of Early Start children during the first week of the summer program and again during the last week. The interview should be conducted by the same person in both instances.

The interviewer should establish rapport with the child before starting the interview questions. The child may be told, "I would like for you to play some games with me. I will also ask you some questions as we go along. You tell me the answers. I will be making some marks on my paper to help me remember what you have said."

31-K2

WICHITA EARLY START INVENTORY

(WESI)

Name of pupil ______________________ Date ____________

Sex ______________ Days attended ______________

Race ______________ Days absent ______________

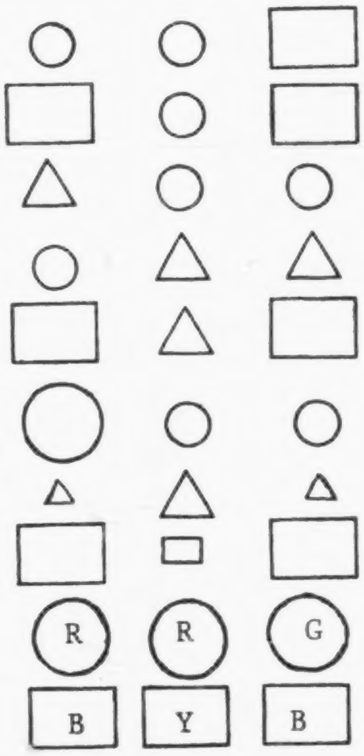
Teacher ____________________

PART I

		First Week		
		Correct Response	Don't Know	No Response
1. What is your name?	Q1			
(The desired response would be his first [or name he goes by] and last name.)				
If he gives only his first name, ask "What is your last name?"	Q2			
If he gives a nickname, ask "What is your other name?"	Q3			
What is your mother's name?	Q4			
Record response ____________				
What is your father's name?	Q5			
Record response ____________				
2. Where do you live?	Q1			
(The desired response would be the street address.)				
If he says "In a house," ask "Where is the house?"	Q2			
If he gives only the street name, ask "What is the house number?"	Q3			

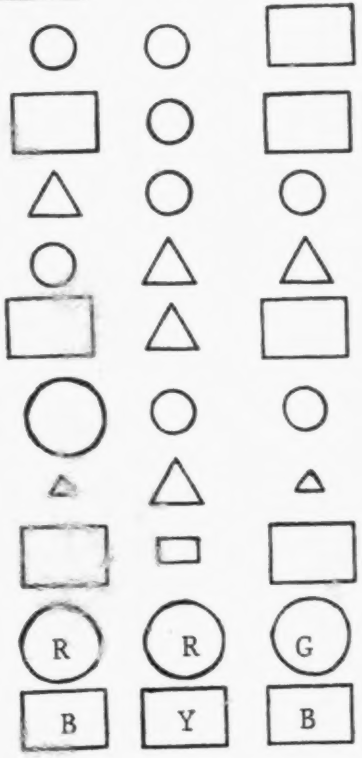
		Correct Response	Don't Know	No Response
3. How old are you? (The desired response is his age in years.)	Q1			
If he holds up fingers, ask "How many is that?"	Q2			
4. How many brothers do you have? Record response ______________	Q1			
How many sisters do you have? Record response ______________	Q2			
5. Are you a boy or a girl?	Q1			
6. Show or point to some common objects which are found in the classroom. Ask "What is this?"	Q1			
(If incorrect, write the name he said in the blank.)				
______________ pencil	Q1			
______________ crayon	Q2			
______________ book	Q3			
______________ piece of paper	Q4			
______________ chair	Q5			
______________ table	Q6			
______________ scissors	Q7			
______________ door	Q8			
______________ wastebasket	Q9			
______________ chalk	Q10			
______________ clock	Q11			

7. Show S a series of cards with different shapes on them. Ask "Which ones are alike?" "Point to the ones that are alike."

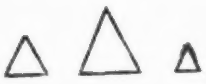


		Correct Response	Don't Know	No Response
Card 1	Q1			
Card 2	Q2			
Card 3	Q3			
Card 4	Q4			
Card 5	Q5			
Card 6	Q6			
Card 7	Q7			
Card 8	Q8			
Card 9	Q9			
Card 10	Q10			

8. Show S the same series of cards above. Ask "Which one is not like the others?" "Point to the one that is not like the others."



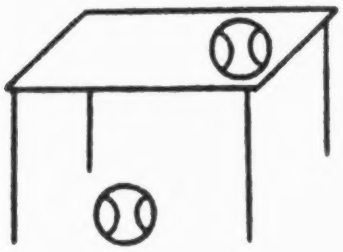
		Correct Response	Don't Know	No Response
Card 1	Q1			
Card 2	Q2			
Card 3	Q3			
Card 4	Q4			
Card 5	Q5			
Card 6	Q6			
Card 7	Q7			
Card 8	Q8			
Card 9	Q9			
Card 10	Q10			

		Correct Response	Don't Know	No Response
9. Show S a card with colors on it. Point to color and ask "What is the name of this color?"				
(a) red	Q1			
(b) yellow	Q2			
(c) blue	Q3			
(d) green	Q4			
(e) black	Q5			
(f) brown	Q6			
(g) orange	Q7			
(h) purple	Q8			
10. Show S a penny and a dime. Ask "Which one will buy more candy?"	Q1			
"What is the name of this coin?"	Q2			
11. Show S the card. 				
Ask "Which one is big? Point to the one that is biggest."	Q1			
"Which one is little? Point to the one that is littlest."	Q2			
12. Hold up your hand with varying numbers of fingers outstretched. Ask S "How many fingers do I have up?"				
(a) one finger	Q1			
(b) three fingers	Q2			
(c) two fingers	Q3			
(d) four fingers	Q4			

Correct Response	Don't Know	No Response

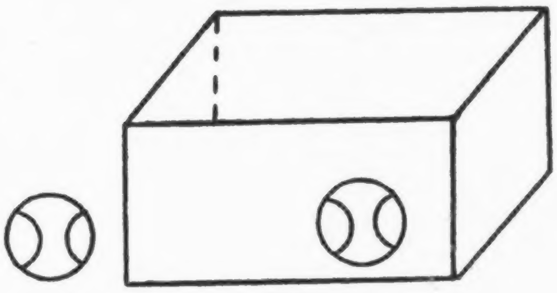
13. Show S a card with a drawing of a table and balls. Ask "Which ball is on the table? Point to it." Q1

"Which ball is under the table? Point to it." Q2



14. Show S a card with a drawing of a box and balls. Ask "Which ball is in the box? Point to it." Q1

"Which ball is out of the box? Point to it." Q2



PART II

This part of the instrument concerns observations you have made about the child in regard to listed traits or developments.

	First Week		
	Yes	No	Not Observed
1. Child is toilet trained.			
2. Child knows where the rest room is.			
3. Child demonstrates proper use of eating utensils.			
(a) fork			
(b) spoon			
(c) knife			
4. Child pays attention when directly spoken to.			
5. Child pays attention when the group he is in is spoken to.			
6. Child knows and uses names of the adults in the classroom.			
7. Child speaks freely to peers and adults in the school setting.			
8. Child narrates own experiences spontaneously to the teacher or group.			
9. Child listens to stories read or told by teacher or aide with interest.			
10. Child listens and responds to music.			
11. Child remembers and can sing simple songs.			
12. Child can identify simple songs when just the melody is played.			
13. Child can say many rhymes and poems by memory.			

	Yes	No	Not Observed
14. Child participates in dramatic play spontaneously.			
15. Child speaks in sentences rather than fragments.			
16. Child relates ideas in sequence.			
17. Child pronounces most common words properly.			
(a) that			
(b) little			
(c) they			
(d) there			
(e) this			
(f) those			
(g) does			
(h) stove			
(i) star			
(j) few			
18. Child identifies common sounds.			
(a) clapping			
(b) bell			
(c) horn of car			
(d) ticking of a clock			
(e) peoples' voices			
(f) bark of dog			
(g) meow of cat			
19. Child likes to draw and paint.			
20. Child likes to sing and dance.			
21. During free play child will most often:			
(a) play with a group			
(b) play by himself			
(c) not play			
22. Child has developed certain concepts			
(a) up - down			
(b) in - out			
(c) on - under			
(d) big - little			
(e) same - different			
(f) biggest - littlest			
(g) alike - not alike			

	Yes	No	Not Observed
23. Child uses descriptive adjectives.			
24. Child knows the numbers 1 to 5.			
25. Child recognizes and names objects in the classroom.			

31-L1

(FOR CONFIDENTIAL USE BY PROFESSIONAL PERSONNEL ONLY)

IDENTIFYING AND SOCIAL HISTORY INFORMATION – OPERATION HEAD START
WICHITA PUBLIC SCHOOLS
WICHITA, KANSAS

Today's Date ____________________

Local School District ____________________

Child's Name ____________________ (LAST) (FIRST) (MIDDLE) Birthdate* ____________________ Caucasian ________

Preferred Child's Name ____________________ Birth Certificate seen ____________________ Negro ________

Child's Address ____________________ Phone ____________________ Mexican/American ________

Interviewer ____________________ Parents phone at work ____________________ Indian ________

Teacher ____________________ Center ____________ I.D. No. ____________ Other ________

FAMILY COMPOSITION:

INDIVIDUAL	NAME	BIRTHDATE M	D	Y	OCCUPATION, SCHOOL OR WHEREABOUTS	MARITA STATU
Man						MC
Woman						CLC
Single					Full Year Head Start	UC
Children					Next Younger Sibling	UM
						W
						WR
						DES
						DIV
						SEP
Others in Household						

INCOME: (Monthly)

Wages/Salary $ ____________

Social Security $ ____________

VA Benefits $ ____________

Public Welfare $ ____________

Child Support $ ____________

Other ____________ $ ____________

TOTAL INCOME $ ____________

(Per Month)

Multiply x 12

Eligible under OEO standards Yes ( ) NO ( )

MAXIMUM ANNUAL INCOME FOR OEO

PERSONS	FAMILY INCOME
1	$1,900
2	2,500
3	3,100
4	3,800
5	4,400
6	5,000
7	5,600
8	6,200
9	6,800
10	7,400
11	8,000

Over 11 – add $600 for each additional member

PERSON RESPONSIBLE FOR CHILD IN THE EVENT OF ILLNESS – (Other than parent)

Name ____________________ Address ____________________ Phone ____________

Preschool programs child has attended: ____________________

From: ____________________

Other Agencies working with the Family ____________________

State type of Public Welfare received ____________________

State Public Welfare Workers Name ____________________

**Must be four (4) prior to September 2, to enroll in HEAD-START.*

31-M1

HEAD START MEDICAL HISTORY

PAYMENT FOR HEALTH CARE
Medicaid ____________________
Head Start Blue Shield ____________________
Parent Responsibility ____________________
M.N.A. ____________________

)CAL PUBLIC SCHOOL

# ____________________

AME OF CHILD ____________________ ____________________ ____________________
(LAST) (FIRST) (MIDDLE)

RTH DATE ____________________ ADDRESS ____________________

EAD OF FAMILY ____________________ PHONE ____________________

ild was last seen by Doctor ____________________ On (date) ____________________

r what reason ____________________

EFERRED PHYSICIAN ____________________ PREFERRED DENTIST ____________________

HILD'S HISTORY: Birth Weight ____________ Was the birth normal?	NO	YES
Did the baby have any trouble right after birth?	YES	NO
Did he sit alone before 7 months?	NO	YES
Did he walk alone before 14 months?	NO	YES
Did he speak any words at one year?	NO	YES
Has he had any feeding problems?	YES	NO
Has he had repeated bowel problems?	YES	NO
Has he ever had convulsions?	YES	NO
Does your child sleep well?	NO	YES
Does he wet the bed?	YES	NO
Does he seem to be a happy child?	NO	YES
Does he get along with playmates?	NO	YES
Does he have frequent ear or throat infections?	YES	NO
Does he have any skin rashes or problems?	YES	NO
Does he have any allergies to medicines?	YES	NO
Does he have hayfever, asthma, hives or other allergies?	YES	NO

ote any serious illness, ccident or operation ____________________
ecial family health problems (e.g. Sickle Cell Anemia, congenital disorders) ____________________

IMMUNIZATION RECORD

'T: . . . . Initial dates of injection (1) ________ (M/Y) (2) ________ (M/Y) (3) ________ (M/Y) (B) ________ (M/Y)

IALLPOX: . . . . Date of vaccination ____________________ Date vaccination take? ____________________

)LIO: . . . . Oral-Dates (1) ________ (2) ________ , ________

Injection-Dates (1) ________ (2) ________ (3) ________ (B) ________

JBELLA (3 Day Measles): Date of disease ____________________ or date of vaccine injection ____________________

JBEOLA (measles): . . . Date of disease ____________________ or date of vaccine injection ____________________

JMPS: . . . . Date of disease ____________________ or date of vaccine injection ____________________

JBERCULOSIS Skin Test: Date ____________________ Reaction: Negative ____________ Positive ____________

TENTION: SOCIAL WORKER – The following statement must be read to parents:

I understand the health program may include **(A) Medical Services** – a complete physical examination including vision and aring; TB skin test; Sickle Cell Anemia testing; and immunizations as needed; blood and urine analysis; and other treatment as dicated: **(B) Dental Services** – a complete oral examination including X-rays as needed, subsequent care as indicated. I agree to e above health services. I also agree to the release of all needed medical and dental information to the Head Start Center and e Wichita Public School authority.

SIGNATURE OF PARENT ____________________

ATE ____________________

SIGNATURE OF SOCIAL WORKER ____________________

WICHITA PUBLIC SCHOOLS
Unified District 259
Dr. Alvin E. Morris, Superintendent

PRE KINDERGARTEN SUMMER PROGRAM

Funded by ESEA PL 89-10
Title I
Project #71091

Prepared by
Phyllis L. Curtis, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August 1971

32.00

PRE KINDERGARTEN
SUMMER PROGRAM, 1971

SUMMARY

A six-week summer program was organized in sixteen Title I schools in the low economic target area of Greater Wichita for five-year-old children ready to enter kindergarten in August, 1971 who had not had the opportunity to attend Head Start.

The main goal of the program was to provide (1) experiences in all phases of language development and (2) an optimum environment to develop both a positive self-concept and a more positive image and attitude about entering school.

The primary focus of the three inservice meetings conducted by the coordinator was to expose the seventeen participating teachers to the newest and most recent developments, methods, and materials available in early childhood education.

The special librarian services activity proved to be a melodious duet between librarian and children as they became more familiar with good literature.

A morning snack of juice and cookies was served daily to the enrolled children.

The total staff consisted of seventeen teachers, seventeen teacher aides, two librarians, and one coordinator; the staff was integrated.

It has been recommended that the program be repeated next summer with emphasis on the parent involvement component added to the program design.

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

Prior to the beginning of summer school, 1968, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session. A project application for funding of the summer school was filed and subsequently approved.

Many pre-school children who are eligible for Head Start are not able to enter the program because of space limitations. When Title I funds became available in 1970, the coordinator of primary education prepared a proposal for the Pre Kindergarten summer program; this is the second year the program has been funded.

The Title I Pre Kindergarten summer program was designed primarily for pupils living in the low income target area ready to enter kindergarten in August, 1971, who had not had previous Head Start experiences. Smaller classes with a more informal environment than usual in the regular school year program were organized. A process-oriented curriculum approach was emphasized.

PROGRAM DESCRIPTION

Scope

The purpose of the Pre Kindergarten summer program was to provide 251 five-year-old children ready to enter Kindergarten in August, 1971, in the sixteen Title I target areas of Greater Wichita who had not had the opportunity to attend Head Start with the following: (1) experiences in all phases of language development and (2) an optimum and conducive environment to augment both their development of a positive self-concept and a more positive image and attitude about entering school.

Personnel

The Title I Pre Kindergarten summer program employed seventeen teachers, seventeen instructional aides, and two librarians. All classroom teachers were certificated by the State of Kansas; the two librarians were duly certificated; sixteen (94%) of the instructional aides had had previous experiences in the school system as shown in Table 32.1 and Table 32.2.

TABLE 32.1

INSTRUCTIONAL AIDES SELECTED FOR
TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1971

N = 17

Previous Experience	Number of Teacher Aides	Percent
Head Start	4*	23.53
Classroom	12	70.59
No Response	1**	5.88
Total	17	100.00

*Two teacher aides noted they had done volunteer work for a year before working in the Head Start program.
**One teacher aide did not submit any data.

TABLE 32.2

PARTICIPATION STATISTICS OF INSTRUCTIONAL TEACHER AIDES IN PREVIOUS PROGRAMS

Number of Teacher Aides = 16*

Teacher Aide	Head Start		Number of summers and years of previous** experience as a Teacher's Aide in Classroom		Other	
	Summer program	Full year program	Summer program	Full year program	Summer program	Full year program
A		1				
B				2		
C			1			
D			2	1		
E				1		
F*						
G				1		
H			2	1		
I		1		2		
J	2		2	2		
K				1		1
L				2		
M			3	2		
N				1		4
O		2	1			
P				1		
Q			3	4		
Total summers	2		14		0	
Total years		4		21		5

*One teacher aide did not send her data.

** Above said Table only includes the years of previous experience from 1966 to 1970.

The teachers were selected from a wide range of assignments as shown in Table 32.3.

TABLE 32.3

TEACHERS SELECTED FOR TITLE I
PRE KINDERGARTEN SUMMER PROGRAM, 1971

Number of teachers = 17

Teachers*	Race Caucasian	Negro	Regular Teaching Assignment
5	3	2	Kindergarten
2	2		First Grade
1	1		Second Grade
4	2	2	Third Grade
1		1	Fourth Grade
1	1		Fifth Grade
1		1	P.E. Specialist
1	1		Counselor
1		1	WSU Instructor from Child Development Project
Total 17	10	7	
Percent 100	59	41	

*Only Caucasian and Negro teachers taught in the summer program.

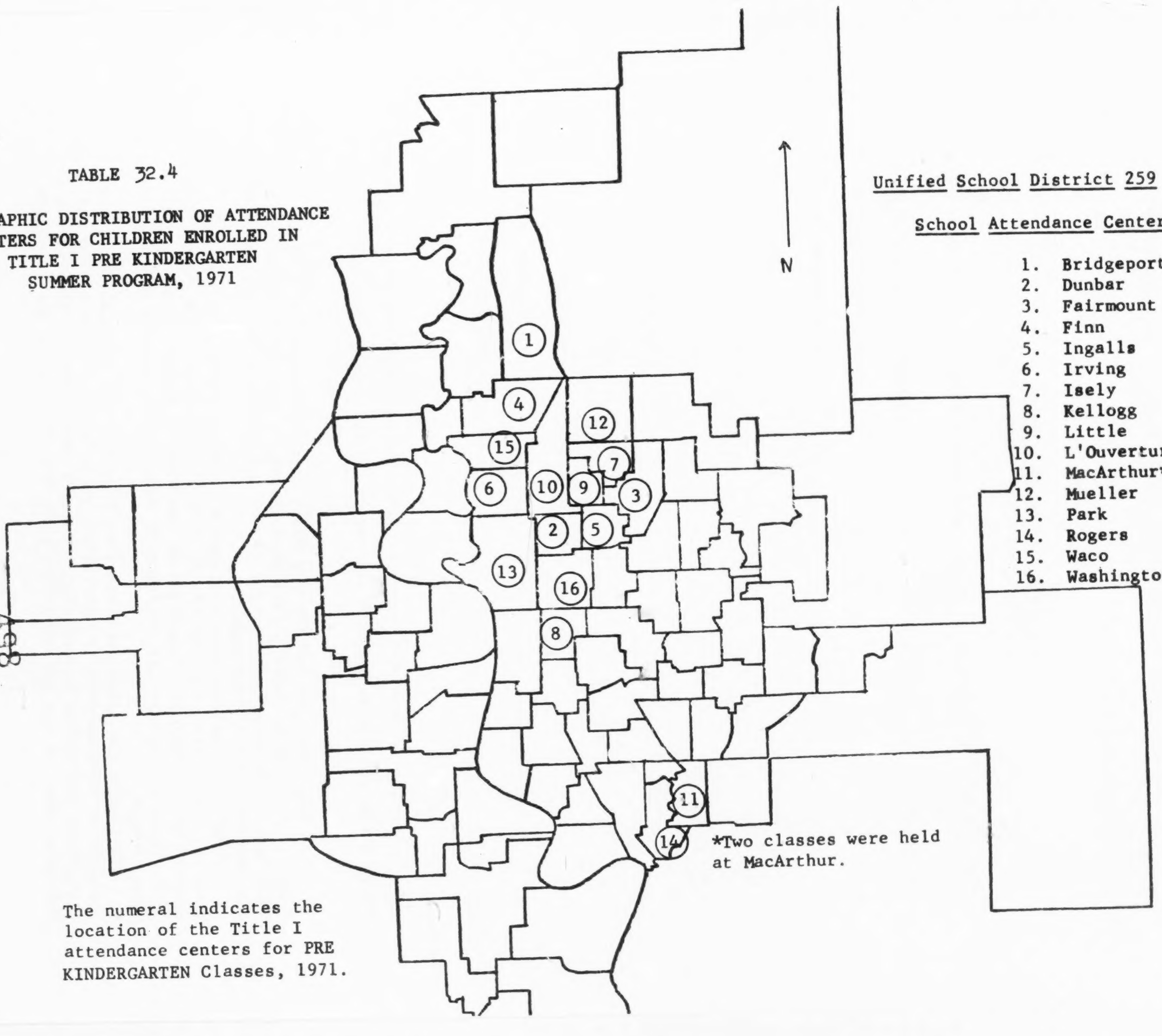
All teachers selected for the Title I Pre Kindergarten classes were female. Fifty-nine percent (10) were Caucasian and forty-one percent (7) were Negro. Twenty-three percent (4) of the teachers had participated in the program the previous summer.

Seventeen teachers were assigned to sixteen Title I target area schools. One school had two Pre Kindergarten classes. The Pre Kindergarten classes met in regular classrooms of the Wichita Public Schools. Table 32.4 shows the geographic location of each of the sixteen school attendance centers.

Initially the aides were selected from the same population as the children as they more fully understood the life conditions of the children; Head Start and Follow Through teacher aides were given first priority for the jobs; most of the teacher aides were from the low income, minority

TABLE 32.4

GEOGRAPHIC DISTRIBUTION OF ATTENDANCE CENTERS FOR CHILDREN ENROLLED IN TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1971



Unified School District 259

School Attendance Center

1. Bridgeport
2. Dunbar
3. Fairmount
4. Finn
5. Ingalls
6. Irving
7. Isely
8. Kellogg
9. Little
10. L'Ouverture
11. MacArthur*
12. Mueller
13. Park
14. Rogers
15. Waco
16. Washington

*Two classes were held at MacArthur.

The numeral indicates the location of the Title I attendance centers for PRE KINDERGARTEN Classes, 1971.

group population. The range of education attained by the teacher aides was from sixth grade to third year in college as shown in Table 32.4a.

TABLE 32.4a

LEVEL OF EDUCATION OF THE TEACHER AIDES

Number of Teacher Aides*	Highest level of education attained
1	Sixth Grade
1	Junior High School
1	Eleventh Grade and Adult Education
6**	High School Graduate
1	1 year of college
1	1½ years of college
1	2 years of college
1	2½ years of college
1	3 years of college

*One teacher aide gave no response; one teacher aide did not send her data.
** Two teacher aides stated they had "some" college, too.

Each teacher was assigned an instructional teacher's aide. In each class the teacher was responsible for curriculum instruction and supervision of the instructional aide. The aide helped the teacher with a wide array of tasks and individual children. As a part of the training sessions for aides, each teacher was asked to volunteer to meet with her instructional aide for a total of three hours to discuss with her such topics as (1) daily routine, (2) use of classroom materials, and (3) needs of the children. The teacher aide was paid for these three hours. If it was necessary for the aide to be absent, no substitutes for aides were available.

The percentage distribution of teacher aides in the Title I Pre Kindergarten program was twelve percent (2) Caucasian and eighty-eight percent (15) Negro as shown in Table 32.5.

One component the coordinator, the teachers, and the teacher aides had in common was that they were female.

TABLE 32.5

RACIAL DISTRIBUTION OF INSTRUCTIONAL TEACHER AIDES PARTICIPATING IN THE TITLE I PRE KINDERGARTEN PROGRAM, SUMMER, 1971

Number of teacher aides = 17

	Caucasian	Negro	Total Number
Teacher Aides*	2	15	17
Percent	11.76	88.24	100.00

*Only Caucasian and Negro teacher aides participated in the program.

All instructional personnel were employed for two hours per day (9:00 - 11:00 a.m.), five days a week, for a six-week period.

A coordinator was employed from the Wichita State University Child Development Project who had worked in the program the previous summer for four hours per day, five days a week, for a six-week period. The duties of the coordinator were: (1) plan suggested program activities, (2) select, purchase, and distribute materials to teachers, (3) conduct three inservice meetings, and (4) assist teachers with any problems that might arise.

An area principal provided administrative guidance for the summer program; the area principal was employed for four hours per day, five days a week, for a six-week period.

One Wichita State University student worked twenty hours in the Pre Kindergarten program to fulfill a university course requirement; this student was a Caucasian male.

One teacher had the services of a Neighborhood Youth Corp worker in addition to the instructional teacher aide.

All personnel served for the six-week summer session with very infrequent absences as shown in Table 32.6. Duly certificated substitutes were employed whenever a situation occurred when the teacher had to be absent. Of the teachers 29 percent (5) had substitutes during the six-week summer session; no substitutes were provided for the teacher aides.

TABLE 32.6

ATTENDANCE AND ABSENCES OF TITLE I PRE KINDERGARTEN PERSONNEL, SUMMER, 1971

Number of days = 30

Number of Personnel	Number of Days Present	Percent of Days Present	Number of Days Absent	Percent of Days Absent
17 Teachers	483	94.71	27	5.29
2 Librarians	60	100.00	-	-
17 Instructional Teacher Aides	500	98.04	10	1.96

Procedures

This report covers the six-week summer session. Seventeen classes were organized in sixteen Title I target area schools for two hours a day (9:00 - 11:00 a.m.), five days a week, for a six-week period. The children who participated in the program were selected and enrolled by the building principals from cards filled out by the parents of the children.

Three half-day inservice training session were held for the instructional personnel and teacher aides. The first meeting consisted of a demonstration of video taping showing the Piaget method of working with children on conservation and enumeration concepts; at the second meeting new materials were presented, some possible uses of said material demonstrated; then, the materials were checked out to the teachers; at the third meeting the teachers exchanged materials, and discussed various problems. The teachers, librarians, and teacher aides were paid for each inservice session they attended.

Thirteen (76.47%) of the teachers attended three inservice meetings; seventeen teachers (100%) attended two inservice meetings. The two librarians attended two inservice meetings. Three (17.65%) teacher aides attended three inservice meetings; six (35.29%) teacher aides attended two sessions; fourteen (82.35%) teacher aides attended one inservice meeting; two (11.76%) teacher aides attended no inservice meetings and one (5.88%) teacher aide did not send any data as shown in Tables 32.7, 32.8, and 32.9.

TABLE 32.7

FREQUENCY OF ATTENDANCE OF TEACHERS AT THE TITLE I PRE KINDERGARTEN INSERVICE MEETINGS, SUMMER, 1971

Number of Teachers = 17 Number of meetings = 3

Inservice Meetings	Number of Teachers	Percent of Teachers in Attendance
First Meeting	17	100.00
Second Meeting	17	100.00
Third Meeting	13	76.47

TABLE 32.8

FREQUENCY OF ATTENDANCE OF INSTRUCTIONAL TEACHER AIDES AT THE TITLE I PRE KINDERGARTEN INSERVICE MEETINGS, SUMMER, 1971

Number of instructional teacher aides = 17 Number of meetings = 3

Inservice Meetings	Number of teacher aides in attendance	Percent of teacher aides in attendance
First Meeting	6	35.29
Second Meeting	3	17.65
Third Meeting	14	82.35
No Meetings Attended	2	11.76
No Response	1*	5.88

*One teacher aide did not send her data.

TABLE 32.9

PARTICIPATION STATISTICS OF TITLE I PRE KINDERGARTEN PERSONNEL AT THE INSERVICE MEETINGS, SUMMER, 1971

Number of teachers = 17 Number of Aides = 17 Number of librarians = 2

		Number of meetings attended				
Personnel	# of Personnel involved	One	Two	Three	None	No Response
Teachers	17		4	13		
Teacher Aides	17	8	3	3	2	1
Librarians	2		2			
Total	36	8	9	16	2	1
Percent	100.00	22.22	25.00	44.44	5.56	2.78

Pre Kindergarten primarily focused on providing experiences in all phases of language development with the implied assumption that when the child is provided an accepting environment with a wide array of verbal and non-verbal interactive experiences that the child will be more likely to develop a more positive self-concept and attitude toward school with their first school experience. All of these children will enter kindergarten in August, 1971.

The activities seemed to be divided into two categories: (1) small group activities, called work-play activity time, and (2) large group activities with a directed balance between times when children worked alone and in small groups often following their own ideas and times when the whole class was doing an activity together.

The small group activities period, the work-play activity time, was approximately 40 to 60 minutes long; large group activities were scheduled for approximately 60 minutes. A suggested day's schedule was as follows:

A. Small Group Activity
  1. Art Activity
     An art area that changes daily should keep children interested. Some art activities and materials that young children enjoy included:
     (a) Easel painting
     (b) Painting with tempera paint: gadget, straw, string, sponge, stick, vegetable painting, finger tip, spool roller, dab, etc.
     (c) Water painting
     (d) Finger painting
     (e) Soap painting
     (f) Clay: modeling; making it with salt, flour and other ingredients
     (g) Chalk and buttermilk painting
     (h) Crayons and blank paper
     (i) Scissors and paper
     (j) Collage pictures: yarn, rock salt, egg cartons, scraps of cloth, felt, nylon net, paper, macaroni, toothpicks, straws, sawdust, etc.
     (k) Three-dimensional construction: cardboard boxes, pipe cleaners, pieces of wood, etc.
  2. Logical thinking and number ideas.
     Piaget's ideas were incorporated here on physical, social, and logico mathematical tasks (five tasks)
  3. Puzzles and manipulative materials
  4. Mystery box
     This was used to build vocabulary. The child would reach in the box through an opening to feel various objects; then, described their texture, shape, size, and what he/she thought it was.
  5. Water play
     The child could pour water out of different size jars, use soap suds, see if wooden spools would sink or float, etc.
  6. Other interest areas were:
     (a) library corner
     (b) music area
     (c) science table
     (d) large blocks area
     (e) small blocks area
     (f) housekeeping area

B. Large group activities
  1. Story and poetry activities
    (a) A librarian held a special library time in each class once a week.
    (b) A story every day was read to the children or told to them on the flannel board.
    (c) Nursery Rhymes
  2. Snack Time
     Cookies and juice were served every day to each child. Many other tasty materials were provided, too.
  3. Music activities
    (a) Songs with actions
    (b) Rhythms
    (c) Songs with the names of children, etc.

A unique library program was designed specifically for the Title I Pre Kindergarten summer program. Two librarians provided a cogent weekly presentation for each class. Their school schedule is listed in Table 32.10

TABLE 32.10

LIBRARIANS' SCHEDULES FOR TITLE I
PRE KINDERGARTEN SUMMER PROGRAM, 1971

Day and Time	Librarian A School	Librarian B School
Tuesday		
9:15 - 9:45 a.m.	Bridgeport	MacArthur
10:15 - 10:45 a.m.	Finn	Rogers
Wednesday		
9:15 - 9:45 a.m.	Waco	Brookside
10:15 - 10:45 a.m.	Irving	Kellogg
Thursday		
9:15 - 9:45 a.m.	L'Ouverture	Fairmount
10:15 - 10:45 a.m.	Little	Ingalls
Friday		
9:15 - 9:45 a.m.	Isely	Dunbar
10:15 - 10:45 a.m.	Mueller	Washington

The primary purpose of the library activity was to help the children become more familiar with good literature.

Goals[1] for the children were:

(1) to promote lasting enjoyment of literature and an interest and enthusiasm for learning through these experiences;
(2) to grow in confidence in sharing with other members of a group;
(3) to participate as an individual or as a member of the group in listening, thinking, oral expression and physical activities for the enhancement of knowledge;
(4) to enjoy the oral repetition of phrases and brief poems through group responses and self-expression;
(5) to increase vocabulary.

The librarians selected and provided each teacher with many books (1) to use in the follow-up activities for the rest of the week, (2) to encourage many adult read-aloud experiences with the children, and (3) to demonstrate techniques and a variety of ways to use books in story telling.

The general plan[2] of each library session was:

(1) Recalling and sharing of previous library activity
(2) Directed learning
    (Introduction and new exploration for the week using filmstrip book, loop, and other media)
(3) Suggested child - teacher - parent home activity
    (Materials brought by pupils could be shared and used in different ways such as murals, scrapbooks, notebooks, exhibits by individuals or groups)
(4) Additional media
    (May be used as substitutions or used for extra sessions.)

The most potent ingredient of the special library program for the Title I Pre Kindergarten program was three-pronged: (1) the bouyant enthusiasm of the librarian herself which permeated the classroom, (2) the method used to elicit responses from each child, and (3) the tremendous cooperation between the teacher, the librarian, and the instructional aide to work harmoniously in order to extend and augment the vocabulary and language experiences of each child for the entire six weeks.

A typical library session was as follows: The teacher and instructional aide had put name tags on all of the children for the convenience of the librarian to be able to call each child by their first name. The librarian came in, shook hands with all the children and called them by their first name.

The librarian asked the children who wanted to share what they had seen on their walk the previous week; some children were eager to tell the class what they had seen. (A suggested activity for the previous week was to take a walk and bring back, tell about, or make a picture of one thing they had seen on their walk. The purpose of this activity was to develop an awareness and appreciation of their immediate environment and give an opportunity for oral language. This conversation period was pursued for about five minutes.)

In unison the children recited and acted out several fingerplays such as "Here is the Bee Hive" and "One, Two, Buckle My Shoe."

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[1] PRE KINDERGARTEN LIBRARY MEDIA EXPERIENCES, Wichita Public Schools, Curriculum Services Division, 1971.

[2] Ibid.

Then the librarian held up Shaw's It Looked Like Spilt Milk to share with the children; they discussed what the title page looked like; the librarian told the story with the pictures facing toward the children; she encouraged the children to participate in saying the "repeated lines" in the story as well as to guess or name the objects pictured in silhouette; each child's observation was listened to; some observations were quite vivid. The children seemed to be avid listeners.

After discussing the illustrations in the book, they decided the pictures appeared to be torn from paper. The librarian had squares of newspaper cut; she, the children, and all others present proceeded to try to tear a picture using only their fingers; each child was encouraged to show and tell what he had created; since this was only practice they gathered up the pieces and put them in the wastepaper basket.

A suggested follow-up activity for the week was to tear cloud shapes from white paper, decide what the shapes resemble, display the torn paper shapes as an art project, assemble the torn paper shapes - one from each child, and make it into a book "written by" the pupils. The teacher or aide printed under the picture what the child said about their picture.

The librarians left the additional media for the teacher to use in follow-up activities:

Books:
Freeman - A Rainbow of My Own
Leisk - Harold's Trip to the Sky
Poem:
Very Young Verses - "Clouds" by Rossetti
Sound Filmstrip:
Harold and the Purple Crayon

Thus the teaching strategy suggested in the inservice meetings was a process-oriented approach to allow children (1) to explore, (2) to investigate, (3) to discuss what they observed, (4) to ask questions, (5) to create and experiment with a variety of media, and (6) to become aware that school is a most enjoyable place to come.

The teachers were given the opportunity to be innovative, if they so desired. Emphasis was placed on social adjustment, language development, art, music, and games to involve children in various classroom activities in order for the child to have the opportunity to develop a more positive self-concept and have good feelings about himself and what he could do.

The adult-pupil ratio was one to seven; this included: (1) the teachers, (2) the teacher aides, and (3) the WSU student and NYC worker.

The teacher aides were asked to describe the duties and activities they performed as teacher aides in the Pre Kindergarten program; several of their descriptions were as follows:

> "I primarily acted as just an extra teacher in the classroom. I worked directly with the children as well as doing extra little jobs (setting up snacks, mixing paint, etc.) while the supervising teacher talked, sang and shared stories with the kids."
>
> "I worked especially with small groups of children in putting together puzzles, learning colors and small numbers. Reading stories helped with painting pictures."
>
> "I did everything the teacher did."
>
> "Assist the teacher in whatever way needed (prepare paints, see that supplies are replenished as needed, prepare snacks, leave room in order). Help child to take care of personal and emotional needs if need is indicated. Help the teacher when she has visitors and is away from class by continuing with whatever she has begun."

"Helped to greet the children as they arrived each morning. Each day before the children arrived Mrs. ________ discussed with me her lesson plan for that day. Following this I helped set up necessary materials and equipment for the activities planned. During free activity time I helped the teacher circulate among the children helping and encouraging them in their chosen activities. I prepared refreshments each day. Occasionally I read a book at story time. At the close of the session each day I cleaned and put away the equipment and materials used."

In summary, the duties and activities of the teacher aides mainly consisted of the following:

(1) Help prepare materials for class for the day.
(2) Prepare paint for children's drawing.
(3) Assist with children when they arrive.
(4) Prepare and serve snacks of juice and cookies.
(5) Clean tables.
(6) Assist small groups of children in putting together puzzles.
(7) Read stories.
(8) Work with groups of children on games, art, stories, or any activity.
(9) Bring items from home for various cooking activities (e.g., tasting, etc.).
(10) Help control atypical behavior in the classroom.
(11) See that the children share and try to encourage each child's abilities.
(12) Accompany the class on field trips or nature walks.
(13) Prepare and display bulletin board materials.
(14) Put name tags on the children for the special library period conducted each week.

The classroom supplies that seemed to be of most benefit to the Pre Kindergarten classes were as follows in rank order:

(1) Learning games
    (a) Floraso
    (b) Color Cubes
    (c) Design Cards
    (d) Puzzles
    (e) Toymaker
    (f) Rig-a-jig
    (g) Pegboard
    (h) Beads
    (i) Games
    (j) Picture Reading
    (k) Kelp Kit
(2) Blocks
    (a) Large building blocks
    (b) Small blocks and color cube blocks
    (c) Riding toys
(3) Art Supplies
    (a) Paints
    (b) Clay
    (c) Macaroni
    (d) All kinds of art supplies

(4) Library Books
  (a) Intepretive play and dramatizating stories
  (b) Storytime
(5) Items and materials bought at the grocery store
  (a) Experiments in tasting, smelling, feeling, comparing, and observing such as: watching seeds grow, tasting pineapple and then observing over a period of time if the top of the pineapple continues to grow or die, etc.
  (b) Food and hot plate - many teachers did numerous experiments with food. Some made ice cream, stew, jello, and many other palatable dishes.
  (c) Play kitchen equipment
(6) Other regular kindergarten equipment
(7) Record player, records, and piano

Twenty-nine percent (5) of the teachers made home contacts as shown in Table 32.11. One teacher and teacher aide visited every child's home at least once during the summer session; this was exceptional; both teacher and teacher aide were Negroes; although their class was integrated most of the children came from low income Caucasian families.

Seventy-one percent (12) of the teachers indicated that the parent's reaction to the Pre Kindergarten program was "positive"; eighteen percent (3) of the teachers felt the parent reaction to the program to be "indifferent"; eleven percent (2) gave no response in regards to parent reaction.

Some teacher comments about parent reactions to the Pre Kindergarten summer program were:

> "We had several parents visit and they seemed very pleased with the program."
>
> "To me, the parents were all happy that their child was able to participate in the program."
>
> "Most parents I talked with were pleased that the program was offered."
>
> "Most parents seemed very happy with the program."
>
> "At least four parents visited the classroom regularly; others expressed their interest and appreciation by telephone and home visitations."

One teacher sent out her own "Parent Questionnaire"; a copy of said instrument was included in Appendix 32-A1. In reply to the question "Do you feel that your child gained "much", "some", "little" from summer school?" the parents responded as follows: six parents indicated "much", one checked "some", no one checked "little; three parents gave no response.

The second question was: "Can you think of some way you could improve the summer school program? If so, how?" Some parental comments were:

> "I like the summer program. I liked the visit of the policeman. It helps children not to be afraid of them. Most children think policemen are bad but I think they are great and they have their job to do no matter what the outcome." (Signed by a mother)
> (The teacher of this particular class had a policeman come to visit their room as a resource person during the summer session.)
>
> "Since Johnnie has been going to summer school he is beginning to put words together which is an improvement and he has more interest in books. His playing with other children has improved also. Of course there was the mix-up of where he should go. This should have been planned before he started to school."(Signed by a father)

Another teacher invited all the parents to attend a party at school. A copy of the note to the parents is included in Appendix 32-A1. The number of parents who attended was not available at this point of time; therefore, this data is not included in Table 32.11.

One teacher had a program in her room the last week of school as shown in Table 32.11 which was attended by twelve parents.

At the end of the summer session each pupil was suppose to take a certificate of attendance in the Pre Kindergarten summer program home to his parents; this certificate was not included in Table 32.11 as notes sent home to parents. A copy of the "Elementary Summer School Report" dated July, 1971 which protends to certify attendance in above said program was inserted in Appendix 32-B1.

The parental involvement seemed to be quite meagre; twenty-three homes out of a possible 251 homes were visited; only a few teachers made the effort to involve the parents on their own time; it appeared that few parents took the initiative to become actively involved in their child's progress in school; however, the few teachers who did exert themselves to make home contacts in the interest of the child seemed to be accepted by the parents and noticeably had more positive influence on the child at school.

TABLE 32.11

FREQUENCY OF PARENTAL CONTACTS OF TITLE I PRE KINDERGARTEN TEACHERS DURING THE SUMMER OF 1971

Number of teachers - 17 Number of classes = 17

Number of parental contacts by teachers in the following categories:

Teachers	At their home	At school	By note	By telephone	On field trips	Other	Total
A		6	2	4			12
B	3	6	4	2			15
C		9		5			14
D		3		2			5
E	2	12		2	1		17
F		3	1	2			6
G		10	2				12
H		4	3	7	2		16
I		4	1	2			7
J	7	2					9
K		9	14	2		12*	37
L	1	2		3			6
M**	-	-	-	-	-	-	0
N***	10	5	1	6	1		23
O		3					3
P		8					8
Q		3	12				15
Total	23	89	40	37	4	12	205

*Twelve parents came to a program given in the classroom.

** There was no response on this questionnaire item from above said teacher.

*** Every parent and home was contacted at least once during the summer by this teacher as indicated on the questionnaire. Furthermore, the teacher aide accompanied the teacher on each home visit.

Budget

The Title I Pre Kindergarten summer program, 1971 was supplemented by the Elementary - Secondary Education Act, Title I, PL 89-10; the total amount budgeted for this six-week activity was $12,844.00. This included: (1) $10,821.00 for salaries and three inservice training meetings for the following personnel: (a) one coordinator, (b) seventeen teachers, (c) seventeen teacher aides, and (d) two librarians; (2) $1,339.00 for supplies: (a) language development supplies, and (b) crackers and juice; (3) $122.00 for travel expenses for the coordinator and two librarians, and (4) $562.00 for OASI. The per pupil cost was $51.17. This amount is only the additional cost of this program. It does not include buildings, maintenance, major equipment items, etc. which are normally included in the regular school-year per pupil costs.

EVALUATION

The primary goal of the summer Pre Kindergarten program was to provide children ready to enter kindergarten with their first school experience; the program aimed to provide experiences in all phases of language development and development of positive self-concept.

Objectives chosen for evaluation were as follows:

1. The child enrolled in the Pre Kindergarten program will be provided an introduction to school life and group living and will demonstrate improvement in a more positive self-image and in more positive responses toward school, as indicated by teacher responses on the Pre Kindergarten Inventory, items 2, 3, 8, 14, and 22.
2. The child enrolled in the Pre Kindergarten program will demonstrate improvement in oral vocabulary and verbal communication skills as measured by teacher responses on the Pre Kindergarten Inventory, items 5, 6, 9, 15, and 25.
3. The child enrolled in the Pre Kindergarten program will demonstrate improvement in the development of a positive self-concept as indicated by teacher responses on the Pre Kindergarten Inventory, items 1, 4, 7, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 23, and 24.

Pupils selected for participation in the Pre Kindergarten program were selected by the building principals from enrollment cards filled out by the parents of the children; all the children in this program would be entering kindergarten in August, 1971; most of these children had not had the advantage of the Head Start program. These children had to be five years old on or before September, 1971; a birth certificate was required.

Two hundred fifty-one pupils participated in the six-week program. The mean class size was 14.76 pupils per class; the range was from 9 to 19. The mean number of days attended was 24.49 as shown in Table 32.12. The mean days of absences was 5.51 days per pupil.

TABLE 32.12

SUMMARY ATTENDANCE DATA FOR THE TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1971

Pupils	Number of pupils	Percent of pupils	Total days attended	Total days absent	X̄ number of days attended	X̄ number of days absent
Boys	130	51.79	3,178	722	24.45	5.55
Girls	121	48.21	2,969	661	24.54	5.46
Total	251	100.00	6,147	1,383	24.49	5.51

Participation statistics were listed for boys, girls, and combined classes in Tables 32.13, 32.14, and 32.15 respectively.

Sex and racial composition are listed in Tables 32.16, 32.17, and 32.18. Total enrollment by race included: (1) Caucasian - 37.05%, (2) Oriental - none, (3) Negro - 58.56%, (4) Spanish American - 4.38%, and (5) American Indian - none. In total, there were 3.59% more boys than girls enrolled in Pre Kindergarten; there were more Caucasian, Negro, and Spanish American boys who participated in the program than girls, 1.20%, 1.99%, and .40% respectively. No Oriental or American Indian children were enrolled in the Title I Pre Kindergarten summer program, 1971.

TABLE 32.13

BOYS ENROLLED IN THE SUMMER TITLE I PRE KINDERGARTEN PROGRAM, 1971

Number of classes = 17

Number of boys = 130

Number of days in the summer session = 30

Classes	# in Class	% in Class	Race** 1	2***	3	4	5***	Total Days Attended
A*	6	66	6					141
B	9	50			9			237
C	8	44			8			204
D	7	47	4			3		159
E	6	35			6			149
F	12	80	9		1	2		250
G	9	56			9			212
H	8	47	6		2			203
I	11	61			11			280
J	4	33			4			118
K	9	64	9					216
L	7	64	7					188
M	11	58			11			284
N	6	60	4		2			150
O	7	44			7			194
P	5	36	2		2	1		111
Q	5	42	1		4			82
Totals	130	52	48		76	6		3,178

*This class was combined with a Post Kindergarten class.

** 1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5=American Indian

*** No Oriental or American Indian children were enrolled in the Title I Pre Kindergarten summer program.

TABLE 32.14

GIRLS ENROLLED IN THE SUMMER TITLE I PRE KINDERGARTEN PROGRAM, 1971

Number of classes = 17 Number of girls = 121
Number of days in the summer session = 30

	# in	% in	Race**					Total Days
Classes	Class	Class	1	2***	3	4	5***	Attended
A*	3	33	3					68
B	9	50			9			247
C	10	56			10			258
D	8	53	6			2		194
E	11	65			11			289
F	3	20	1			2		68
G	7	44			7			157
H	9	53	8			1		204
I	7	39			7			184
J	8	67			8			200
K	5	36	4		1			139
L	4	36	3		1			98
M	8	42			8			203
N	4	40	3		1			92
O	9	56	7		2			245
P	9	64	7		2			204
Q	7	58	3		4			119
Totals	121	48	45	-	71	5	-	2,969

*This class was combined with a Post Kindergarten class.

** 1=Caucasian, 2=Oriental, 3=Negro, 4= Spanish American, 5=American Indian

*** No Oriental or American Indian children were enrolled in the Title I Pre Kindergarten summer program.

TABLE 32.15

PARTICIPATION STATISTICS FOR COMBINED CLASSES ENROLLED IN TITLE I PRE KINDERGARTEN PROGRAM, SUMMER, 1971

Number of classes = 17 Number of days in summer session = 30

	Number in class			Race**					Total number of days attended		
Classes	Male	Female	Total	1	2***	3	4	5***	Male	Female	Total
A*	6	3	9	9					141	68	209
B	9	9	18			18			237	247	484
C	8	10	18			18			204	258	462
D	7	8	15	10			5		159	194	353
E	6	11	17			17			149	289	438
F	12	3	15	10		1	4		250	68	318
G	9	7	16			16			212	157	369
H	8	9	17	14		2	1		203	204	407
I	11	7	18			18			280	184	464
J	4	8	12			12			118	200	318
K	9	5	14	13		1			216	139	355
L	7	4	11	10		1			188	98	286
M	11	8	19			19			284	203	487
N	6	4	10	7		3			150	92	242
O	7	9	16	7		9			194	245	439
P	5	9	14	9		4	1		111	204	315
Q	5	7	12	4		8			82	119	201
Total 17	130	121	251	93		147	11		3,178	2,969	6,147

*This class was combined with a Post Kindergarten class.

** 1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5=American Indian

*** No Oriental or American Indian children were enrolled in the Title I Pre Kindergarten summer program.

TABLE 32.16

RACIAL DISTRIBUTION OF BOYS IN THE TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1971

Race*	1	2	3	4	5	Total
Number of pupils	48	-	76	6	-	130
Percent	19.12	-	30.27	2.39	-	51.79

TABLE 32.17

RACIAL DISTRIBUTION OF GIRLS IN THE TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1971

Race*	1	2	3	4	5	Total
Number of pupils	45	-	71	5	-	121
Percent	17.92	-	28.28	1.99	-	48.20

TABLE 32.18

RACIAL DISTRIBUTION OF PUPILS IN THE TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1971

Race*	1	2	3	4	5	Total
Number of pupils	93	-	147	11	-	251
Percent	37.05	-	58.56	4.38	-	99.99

* 1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5=American Indian

Fifty-nine percent (147) of the participating children were Negro, thirty-seven percent (93) of the children were Caucasian, and four percent (11) of the children were Spanish American.

The primary factors considered in the evaluation were the stated objectives in the project. The sources of evaluative data used to determine the improvement of the pupils during the project were: (1) A Checklist For Pre Kindergarten Summer Classes, 1971, (2) an evaluation questionnaire for teachers, (3) a questionnaire for teacher aides, (4) enrollment and attendance records, and (5) observation of classes and the observation of the special librarian's interaction with several classes of Pre Kindergarten children. These instruments were locally developed to provide information about the child's development in self-concept and language development during the six week summer session. Copies of the evaluation instruments are included in Appendix 32-C1.

To attempt to get some measure of improvement in language and social skills of the children, the teachers were asked to indicate on A Checklist For Pre Kindergarten Summer Classes, 1971 the extent of improvement of a Pre Kindergarten child in comparison with the first week and the last week of summer school. The results are shown on boys, girls, and combined classes in Tables 32.19, 32.20, and 32.21 respectively.

Teacher responses on items 2, 3, 8, 14, and 22 on the Checklist For Pre Kindergarten Summer Classes seem to indicate that the first objective was met as shown on Table 32.21 for combined classes.

A comparison of responses on items 2, 3, 8, 14, and 22 of the "much" improvement category on the Checklist seems to indicate that both boys and girls improved in their attitude toward themselves and toward school as shown below.

Item Number	Percent of "much" improvement for boys	Percent of "much" improvement for girls
2	59	58
3	49	50
8	55	54
14	45	44
22	56	57

Teacher responses on items 5, 6, 9, 15, and 25 of the checklist seems to indicate that to some degree Objective two was met. A comparison of the percent of gain of the "much" improvement category of boys and girls, Tables 32.19 and 32.20, on items 5, 6, 9, 15, and 25, as shown below, suggests that (1) the boys increased their interest in books, (2) ability to speak in sentences rather than fragments, and (3) ability to use descriptive words and phrases more than the girls. Is it possible (or presumptuous) to say that the summer classes might have been more boy-centered than girl-centered?

Item Number	Percent of "much" improvement for boys	Percent of "much" improvement for girls
5	34	42
6	39	37
9	43	46
15	50	42
25	39	35

TABLE 32.19

RESPONSES OF TEACHERS CONCERNING IMPROVEMENT OF BOYS ENROLLED IN THE TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1971

Number of classrooms = 22 Number of boys = 130

	Number and percent of pupils making improvement					
	Much		Some		Little	
Items	#	%	#	%	#	%
1. The child seems happier and more secure at school.	78	60.00	39	30.00	13	10.00
2. The child is able to participate in group activities.	76	58.46	44	33.85	10	7.69
3. The child listens and responds to your questions.	63	48.46	47	36.15	20	15.38
4. The child responds with more self-confidence.	60	46.15	50	38.46	20	15.38
5. The child has increased his oral vocabulary.	44	33.85	60	46.15	26	20.00
6. The child exhibits an increased interest in books.	51	39.23	61	46.92	18	13.85
7. The child is more aware of and curious about people, places, and objects.	70	53.85	45	34.62	15	11.53
8. The child seems to be enthusiastic about coming to school.	71	54.62	48	36.92	11	8.46
9. The child is able to express ideas orally.	56	43.08	52	40.00	20	15.38
10. The child converses freely with his peers.	62	47.69	48	36.92	20	15.38
11. The child speaks freely to adults in the school setting.	58	44.62	46	35.38	26	20.00
12. The child participates in dramatic play spontaneously and willingly.	72	55.38	37	28.46	21	16.15
13. The child shows instructive self-direction during self-selected work-play times.	68	52.31	53	40.77	9	6.92
14. The child appears to be poised and confident.	59	45.38	51	39.23	20	15.38
15. The child is able to speak in whole sentences rather than fragments.	65	50.00	40	30.77	25	19.23
16. The child narrates his own experiences spontaneously to the teacher or group.	53	40.77	49	37.69	28	21.54

32.26

N = 130

	Much		Some		Little	
	#	%	#	%	#	%
17. The child appears apathetic and lethargic most of the time.	31	23.85	46	35.38	53	40.77
18. The child seeks attention of adults excessively.	33	25.38	38	29.23	59	45.38
19. The child shares materials.	64	49.23	57	43.85	9	6.92
20. The child withdraws to a point of no audible verbal communication.	30	23.07	40	30.77	60	46.15
21. The child is able to wait to take his/her turn.	67	51.54	56	43.08	7	5.38
22. The child is able to accept authority.	73	56.15	45	34.62	12	9.23
23. The child is able to alter his/her behavior pattern on request (active versus quiet).	76	58.46	44	33.85	10	7.69
24. The child is easily distracted by activities going on around him.	37	28.46	59	45.38	34	26.15
25. The child has increased his ability to use descriptive words in describing objects, colors, size, positional relationships, etc.	50	38.46	62	47.69	18	13.85
Total	1,467	45.14	1,217	37.45	566	17.41

TABLE 32.20

RESPONSES OF TEACHERS CONCERNING IMPROVEMENT OF GIRLS ENROLLED IN THE TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1971

Number of classrooms = 22 Number of girls = 116*

	Number and Percent of pupils making improvement					
	Much		Some		Little	
Items	#	%	#	%	#	%
1. The child seems happier and more secure at school.	65	56.03	43	37.07	8	6.90
2. The child is able to participate in group activities.	67	57.76	37	31.90	12	10.34
3. The child listens and responds to your questions.	58	50.00	40	34.48	18	15.52
4. The child responds with more self-confidence.	60	51.72	43	37.07	13	11.21
5. The child has increased his oral vocabulary.	49	42.24	52	44.83	15	12.93
6. The child exhibits an increased interest in books.	44	37.93	53	45.69	19	16.38
7. The child is more aware of and curious about people, places, and objects.	52	44.83	52	44.83	12	10.34
8. The child seems to be enthusiastic about coming to school.	63	54.31	41	35.34	12	10.34
9. The child is able to express ideas orally.	53	45.69	41	35.34	22	18.97
10. The child converses freely with his peers.	58	50.00	36	31.03	22	18.97
11. The child speaks freely to adults in the school setting.	51	43.97	43	37.07	22	18.96
12. The child participates in dramatic play spontaneously and willingly.	51	43.97	46	39.65	19	16.38
13. The child shows instructive self-direction during self-selected work-play times.	59	50.86	43	37.07	14	12.07
14. The child appears to be poised and confident.	51	43.97	41	35.34	24	20.69
15. The child is able to speak in whole sentences rather than fragments.	49	42.24	49	42.24	18	15.52
16. The child narrates his own experiences spontaneously to the teacher or group.	44	37.93	43	37.07	29	25.00

32.28

N = 116

	Much		Some		Little	
	#	%	#	%	#	%
17. The child appears apathetic and lethargic most of the time.	19	16.38	45	38.79	47	40.52**
18. The child seeks attention of adults excessively.	20	17.24	41	35.34	55	47.41
19. The child shares materials.	62	53.45	43	37.07	11	9.48
20. The child withdraws to a point of no audible verbal communication.	35	30.17	23	19.83	50	43.10***
21. The child is able to wait to take his/her turn.	66	56.90	38	32.76	12	10.34
22. The child is able to accept authority.	66	56.90	37	31.89	13	11.21
23. The child is able to alter his/her behavior pattern on request (active versus quiet).	68	58.62	35	30.17	13	11.21
24. The child is easily distracted by activities going on around him.	36	31.03	51	43.97	29	25.00
25. The child has increased his ability to use descriptive words in describing objects, numbers, colors, size,positional relationships, etc.	41	35.34	56	48.28	19	16.38
	1,287		1,072		528 = 2,887	
Total		44.38		36.97		18.21 = **** 99.56

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*Data were not available for five pupils.

** For five pupils teachers wrote "none" for this item.

*** For eight pupils teachers wrote "none" for this item.

**** Error due to rounding percent and items 17 and 20.

TABLE 32.21

RESPONSES OF TEACHERS CONCERNING IMPROVEMENT OF ALL PUPILS ENROLLED IN THE TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1971

Number of classrooms = 22 Number of pupils = 246*

Items	Number and Percent of pupils making improvement					
	Much		Some		Little	
	#	%	#	%	#	%
1. The child seems happier and more secure at school.	143	58.13	82	33.33	21	8.54
2. The child is able to participate in group activities.	143	58.13	81	32.93	22	8.94
3. The child listens and responds to your questions.	121	49.19	87	35.37	38	15.44
4. The child responds with more self-confidence.	120	48.78	93	37.80	33	13.41
5. The child has increased his oral vocabulary.	93	37.80	112	45.53	41	16.67
6. The child exhibits an increased interest in books.	95	38.62	114	46.34	37	15.04
7. The child is more aware of and curious about people, places, and objects.	122	49.59	97	39.43	27	10.98
8. The child seems to be enthusiastic about coming to school.	134	54.47	89	36.18	23	9.35
9. The child is able to express ideas orally.	109	44.31	93	37.80	44	17.89
10. The child converses freely with his peers.	120	48.78	84	34.15	42	17.07
11. The child speaks freely to adults in the school setting.	109	44.31	89	36.18	48	19.51
12. The child participates in dramatic play spontaneously and willingly.	123	50.00	83	33.74	40	16.26
13. The child shows instructive self-direction during self-selected work-play times.	127	51.63	96	39.02	23	9.35
14. The child appears to be poised and confident.	110	44.71	92	37.40	44	17.89
15. The child is able to speak in whole sentences rather than fragments.	114	46.34	89	36.18	43	17.48
16. The child narrates his own experiences spontaneously to the teacher or group.	97	39.43	92	37.40	57	23.17

	Much		Some		Little	
	#	%	#	%	#	%
17. The child appears apathetic and lethargic most of the time.	50	20.33	91	36.99	100	40.65**
18. The child seeks attention of adults excessively.	53	21.54	79	32.11	114	46.34
19. The child shares materials.	126	51.22	100	40.65	20	8.13
20. The child withdraws to a point of no audible verbal communication.	65	26.42	63	25.61	110	44.72***
21. The child is able to wait to take his/her turn.	133	54.07	94	38.21	19	7.72
22. The child is able to accept authority.	139	56.50	82	33.33	25	10.16
23. The child is able to alter his/her behavior pattern on request (active versus quiet).	144	58.54	79	32.11	23	9.35
24. The child is easily distracted by activities going on around him.	73	29.67	110	44.72	63	25.61
25. The child has increased his ability to use descriptive words in describing objects, colors, size, positional relationships, etc.	91	36.99	118	47.97	37	15.04
Total	2,754	44.80	2,289	37.22	1,094	17.79

*Data were not available for five pupils.
** For five pupils teachers wrote "none" for this item.
*** For eight pupils teachers wrote "none" for this item.

Inventory Item	Percentage of Improvement (Combined Categories of "Much" and "Some")
2. The child is able to participate in group activities.	91.06
3. The child listens and responds to your questions.	84.56
8. The child seems to be enthusiastic about coming to school.	90.65
14. The child appears to be poised and confident.	82.11
22. The child is able to accept authority.	89.83

Teacher responses on items 5, 6, 9, 15, and 25 on the above said Checklist appears to indicate improvement in oral vocabulary and verbal communication skills; hence, it appears that to some extent the second objective was met.

Inventory Item	Percentage of Improvement (Combined Categories of "Much" and "Some")
5. The child increased his vocabulary.	83.23
6. The child exhibits an increased interest in books.	84.96
9. The child is able to express ideas orally.	82.11
15. The child is able to speak in whole sentences rather than fragments.	82.52
25. The child has increased his ability to use descriptive words.	84.94

Responses by teachers on items 1, 4, 7, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 23, and 24 seem to indicate some improvement in the development of the children's self-concept as determined by the teachers' responses; thus, to some degree the third objective was met.

Inventory Item	Percentage of Improvement (Combined Categories of "Much" and "Some")
1. The child seems happier and more secure at school.	91.46
4. The child responds with more self-confidence.	86.58
7. The child is more aware and curious about people, places, and objects.	89.02
10. The child speaks freely to his peers.	82.93
11. The child speaks to adults in the school setting.	80.49
12. The child is able to participate in dramatic play.	83.74
13. The child shows instructive self-direction.	90.65
16. The child is able to narrate his own experiences spontaneously to the teacher or group.	76.83
17. The child seeks attention of adults excessively.	57.32
18. The child appears apathetic and lethargic.	53.65
19. The child is able to share materials.	91.87
20. The child withdraws to a point of no audible verbal communication.	52.03
21. The child is able to wait to take his/her turn.	92.28
23. The child is able to alter behavior pattern on request.	90.65
24. The child is easily distracted by activities going on around him.	74.39

The negative items on the checklist were items 17, 18, 20 and 24.

The largest gain of improvement in the combined classes was in item 23; in contrast, the smallest gain of improvement was in item 18.

Teacher responses on items 1, 4, 7, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 23, and 24 of the Checklist seem to indicate that Objective three was met to some degree. Again, a comparison of gain of the "much" improvement column of boys and girls, as shown below, appears to purport that the boys excelled or did almost as well as the girls in most of the items; there is little difference in items 4, 10, 19, 21, and 24 which relate to self-confidence, ability to share and take turns, and not being distracted by activities going on around them.

Item Number	Percent of "much" improvement for boys	Percent of "much" improvement for girls
1	60	56
4	46	52
7	54	45
10	48	50
11	45	44
12	55	44
13	52	51
16	41	38
17	24*	16
18	25*	17*
19	49	53
20	23*	30*
21	52	57
23	59	59
24	29	31

*Negative Items

The affective domain seems difficult to truly measure at this time; however, the progress these Pre Kindergarten children made this summer seemed to be tremendous. Two variables that seem to account for this "tremendous" improvement were not even evaluated as part of the summer evaluation, but were so evident and so much a part of the alleged improvement made by the children enrolled that it seems appropriate that some mention of these variables should be made. They were: (1) the teachers in the Pre Kindergarten summer program were buoyant and enthusiastic about this age child, they were excited about the program, and liked what they were doing although many of them had not taught at this particular level before and (2) the teacher's aides were serendipitiously paired with teachers they liked, the teachers liked them, worked well with them and the children were the beneficiaries of this team effort. In every room observed the atmosphere was relaxed yet the children were active in all parts of the room; the spectrum of behavior was wide; certain limits had to be set; however, there seemed to be continuous dialogue among the adult-pupil participants that was circular rather than linear. The children had two harmonious models to pattern after. It seemed that the children actually used this conducive environment to build better self-concepts although they weren't actually aware they were doing it. Even the body language of the teacher and teacher aides (nonverbal communication) seemed to convey to the children that "I like you." "Come closer" instead of "go away" or "don't get so close." In other words, these teachers and teacher aides were worth imitating. They took time for each child's "teachable moment" in the daily episode of life. These laboratories of learning were most exciting to be allowed to visit and observe.

TABLE 32.22

RESPONSES BY TEACHERS OF TITLE I PRE KINDERGARTEN SUMMER CLASSES, 1971, TO SELECTED QUESTIONNAIRE ITEMS*

Number of teachers = 17

	Number of respondents			
	Yes		No	
Questionnaire statement	#	%	#	%
1. Did you teach in the Pre Kindergarten Program last year? (Item 6)	4	23.53	13	76.47
2. Would you teach this class again? (Item 7)	17	100.00	-	-
3. Were you able to use the equipment in the building you were assigned? (Item 9)	16	94.12	1	5.88
4. Were you able to follow through and build on the librarian's weekly presentation for your class? (Item 17)	17	100.00	-	-
5. Was the library accessible to you and your class? (Item 18)	16	94.12	1	5.88

*The questionnaire items were : 6,7,9,17, and 18.

Seventeen teachers (100%) stated they would like to teach Pre Kindergarten again; seventeen teachers (100%) noted that they were able to follow through and build on the librarian's weekly presentation.

Ninety-four percent (16) of the teachers stated that they were able to use equipment in the buildings including the building libraries.

Pre Kindergarten teachers indicated the following as factors that influence attendance (questionnaire item 13) during the summer session as follows:

Category	Number of Teacher Responses	Percent of Teacher Responses
Illness	10	58.82
Vacation of parents	13	76.47
Oversleeping	7	41.17
Lack of interest	1	5.88
Other reasons: Lack of interest by parents	1	5.88
No response	1	5.88

TABLE 32.23

RESPONSES BY TEACHERS OF TITLE I PRE KINDERGARTEN SUMMER CLASSES, 1971, TO QUESTIONNAIRE ITEMS 1, 4, AND 11

Number of teachers = 17

	Number of respondents					
	Much		Some		None	
Questionnaire Statement	#	%	#	%	#	%
1. How much value were the three one-half day inservice training sessions to you? (Item 1)	13	76.47	4	23.53	-	-
2. Was the help provided by the coordinator of value to you? (Item 4)	16	94.12	1	5.88	-	-
3. In your opinion, has the reduction of class size directly benefited the pupils involved in the Pre Kindergarten Summer Program in terms of better learning? (Item 11)	14	82.35	2	11.76	1	5.88

Ninety-four percent (16) of the teachers indicated that the help provided by the coordinator was of value to them.

Thirteen (76.5%) of the teachers stated that the inservice meetings were of "much" value to them; four (23.5%) checked the "some" column.

Eighty-two percent (14) of the teachers thought the reduction of class size directly benefited the pupils in Pre Kindergarten; they stated they had time for each individual child.

The teachers were asked to write any additional comments concerning the Pre Kindergarten program they wished to make; some of their comments were as follows:

> "A list of resource persons could be obtained from each school participating in the summer program. This list, however small or large, could be combined and shared by all concerned. It's surprising to know how many people are willing to share their talents."
>
> "A workshop for parents! How about a workshop for parents prior to summer school possibly like our own workshops? Several parents or even one parent from each school participating in the summer program might be paid a stipend. They might have some great ideas, afterall it's their children we are working with and they are concerned as well as teachers."
>
> "Pictures of student activities were taken each week. Each student was given an individual picture at the close of the session. The parents really liked this idea as it gave them an overall view of our summer activities; also, the pupils were impressed."
>
> "College credit could be given to the aides."

At one school they had the following Pre Kindergarten special activities:

1. Resource Persons
   (a) "Sgt. H.G. Kite of the Wichita Police Dept. visited and talked with the students on 7/13/71. Most of the students seemed to have a fear of policemen, and thought their job was to arrest people and take them to jail. This attitude toward policemen was changed after Sgt. Kite's visit. He brought the students coloring books and other materials of interest to them; work of a policeman was explained, too. The youngsters were thrilled when Sgt. Kite shared 'Snack Time' with them."
   (b) "Mr. Larry Bell (black artist) associated with the Cultural Arts Project, 1814 East 13th St. visited the students on 7/15/71. His beautiful art work (oil paintings) included a tiger, clowns, and scenery. The students enjoyed his visit so much that they stayed about five minutes overtime (11:05 A.M.) to talk to him."
   (c) "Judy Ward (ventriloquist) associated with the Wichita Mental Health Association is scheduled 7/19/71 for a visit."
2. Let's Pretend: "At the Movies"
   July 2 we popped popcorn and two filmstrips were shown. The popcorn was put into sacks, and while sitting in chairs (movie style) the children pretended they were at a theater watching a movie.
3. Pie Plates
   Spool painting using red and blue tempera on white pie plates to help celebrate the holiday July 4 (Note colors of our flag were used). We talked about the flag prior to this art activity.
4. Science-Study of Seeds
   (a) Study of soil
   (b) Planting flower seeds
   (c) Comparing seeds of lemons, oranges, apples, watermelon, and flowers.
5. Paper Weights
   Rocks were made into paper weights which were very attractive. The students decorated rocks with tempera, and various colors of glitter were sprinkled on top of the rocks. One student's mother brought a huge rock for her child to paint for use as a door-stop.
6. Class Mural
   Mural of spool and string painting done in parts to music.

7. The Sack People

   Students stuffed paper sacks with newspapers and painted the face of people (hair, eyes, nose, and mouth).

8. Music Activities

   Rhythms, clapping, walking, hopping, skipping, drawing to music, etc.

9. Imitating Animal Sounds

   This was a favorite with the students as they imitated many animal sounds, and walked or crawled as they thought the animals would.

10. Making Butter

    This activity really fascinated the students; especially, when each student ate some of the butter and had a little to take home. The parents made several favorable comments about this activity.

11. Making Jello

    The students liked this activity even more when they were taken to the school's refrigerator where the jello was stored until the next day.

The children in the Pre Kindergarten classes did not appear to have any overcoming sense of failure; their attention was directed on dynamic play activities (actually specific academic skills planned by the teacher in the form of play activities which were pursued in a humane, social atmosphere of the Pre Kindergarten classroom.) They seemed to excel and expand in spite of the fact that a few classes this summer did not have a population mix.

In summary, the classroom milieu appeared to foster a sense of identity for these children by recognizing them as unique individuals in an atmosphere of acceptance. In spite of the absence of statistically significant effects, there seems to be a degree of justification that these children profited from the six-week summer session.

RECOMMENDATIONS

The program results indicate that the objectives of the Pre Kindergarten summer program have been accomplished to some degree.

The following recommendations are made:

-Continue and expand the program in neighborhood schools.

-Refine the instrument used for collection of data.

32-A1

TEACHER QUESTIONNAIRE SENT TO PARENTS

ELEMENTARY SCHOOL
Wichita, Kansas
July 19, 1971

Dear Parents,

You are cordially invited to attend our Pre Kindergarten Party, July 22, 1971 at 10:30 A.M.

Please come to see an exhibit of the students' work, and enjoy refreshments.

We'll be looking for you in Room 106.

Sincerely yours,

__________________, Teacher

__________________, Teacher's Aide

PARENT QUESTIONNAIRE

ELEMENTARY SCHOOL
July, 1971

Dear Parent,

Do you feel that your child gained much____ some____ little____ from summer school?
Can you think of some way you could improve the summer school program?
If so, how?

Signed ____
(By parent)

Thank you for your cooperation in getting you child to school.

APPENDIX 32

32-B1

ELEMENTARY SUMMER SCHOOL REPORT

July, 1971

This is to certify that ______________________________
Name of Child

has attended a six-week summer school session at _____________
School

enrolled in ______________________________________
Title of Class

Present __________
Days

____
Teacher

Comments:

32-C1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

A CHECKLIST FOR PRE-KINDERGARTEN SUMMER CLASSES
Summer, 1971

Child's name ______________________ Date ______________

Age __________ Sex ______________ Race ______________

School ______________________ Teacher ______________

Days present ________ Days absent ________ Days tardy ________

In comparison with the first week of summer school and the last week of summer school, indicate the extent of improvement for each child.

	Improvement		
	Much	Some	Little
1. The child seems happier and more secure at school.			
2. The child is able to participate in group activities.			
3. The child listens and responds to your questions.			
4. The child responds with more self-confidence.			
5. The child has increased his oral vocabulary.			
6. The child exhibits an increased interest in books.			
7. The child is more aware of and curious about people, places, and objects.			
8. The child seems to be enthusiastic about coming to school.			
9. The child is able to express ideas orally.			
10. The child converses freely with his peers.			
11. The child speaks freely to adults in the school setting.			
12. The child participates in dramatic play spontaneously and willingly.			

32-C2

	Much	Some	Little
13. The child shows instructive self-direction during self-selected work-play times.			
14. The child appears to be poised and confident.			
15. The child is able to speak in whole sentences rather than fragments.			
16. The child narrates his own experiences spontaneously to the teacher or group.			
17. The child appears apathetic and lethargic most of the time.			
18. The child seeks attention of adults excessively.			
19. The child shares materials.			
20. The child withdraws to a point of no audible verbal communication.			
21. The child is able to wait to take his/her turn.			
22. The child is able to accept authority.			
23. The child is able to alter his/her behavior pattern on request (active versus quiet).			
24. The child is easily distracted by activities going on around him.			
25. The child has increased his ability to use descriptive words in describing objects, numbers, colors, size, positional relationships, etc.			

32-D1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

QUESTIONNAIRE FOR THE EVALUATION OF TITLE I PRE KINDERGARTEN PROGRAM
SUMMER, 1971

1. How much value were the three one-half day inservice training sessions to you? Much ____________ Some ____________ None ____________

   Comment: ____

2. Indicate in what ways the inservice meetings were helpful or why they were of no help.

   ____

   ____

   ____

3. How many sessions did you attend? ________________

4. Was the help provided by the coordinator of value to you?

   Much ____________ Some ____________ None ____________

   Comments: ____

   ____

   ____

5. How could the job of the coordinator be made more effective?

   Comments: ____

   ____

   ____

6. Did you teach in the Pre Kindergarten Program last summer?

   Yes ________________ No ________________

7. Would you teach this class again?

   Yes ____________ No ____________ Undecided ____________

   Comments: ____

   ____

32-D1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

QUESTIONNAIRE FOR THE EVALUATION OF TITLE I PRE KINDERGARTEN PROGRAM
SUMMER, 1971

1. How much value were the three one-half day inservice training sessions to you? Much ____________ Some ____________ None ____________

   Comment: ____

2. Indicate in what ways the inservice meetings were helpful or why they were of no help.

   ____

   ____

   ____

3. How many sessions did you attend? ____________

4. Was the help provided by the coordinator of value to you?

   Much ____________ Some ____________ None ____________

   Comments: ____

   ____

   ____

5. How could the job of the coordinator be made more effective?

   Comments: ____

   ____

   ____

6. Did you teach in the Pre Kindergarten Program last summer?

   Yes ____________ No ____________

7. Would you teach this class again?

   Yes ____________ No ____________ Undecided ____________

   Comments: ____

   ____

32-D2

8. Which classroom supplies were of most benefit to your class?

(List three in rank order) 1. ______________________________

2. ________________________ 3. ________________________

Write comments below if you care to.

____

____

____

9. Were you able to use the equipment in the building you were assigned?

Yes ____________ No ____________

Comment: ____

10. Describe briefly the instructional procedures and class activities you used .

____

____

____

____

11. In your opinion, has the reduction of class size directly benefited the pupils involved in the Pre Kindergarten Summer Program in terms of better learning?

Much ____________ Some ____________ None ____________

Comments: ____

____

____

____

12. Approximately what percentage of pupils attended class the entire six weeks?

100% ______ 90% ______ 80% ______ 70% ______ Other ______

13. What factors influenced attendance?

Illness ____________ Oversleeping ____________

Vacation of parents ____________ Lack of interest ____________

Other reasons: ____________

14. Do you have any indications about parent reactions to the Pre Kindergarten Summer Program? If so, please give percentages.

Positive ______% Negative ______% Indifferent ______%

Comment: ____________

____

15. Did you have parental contacts? (Give approximate number)

at their home ____________

at school ____________

by note ____________

by telephone ____________

on field trips ____________

other ____________

16. List the field trips, if any, which were taken.

Trips	Transportation provided by:
____________	____________
____________	____________
____________	____________

17. Were you able to follow through and build on the librarian's weekly presentation for your class?

Yes ____________ No ____________ Not usually ____________

Comments: ____________

____

____

____

18. Was the library accessible to you and your class?

Yes ______________ No ______________

Comment: ____

19. Briefly describe the activities performed by your aide that were of most value to you.

____

____

____

____

20. You are invited to write any additional comments you wish concerning the strengths or weaknesses of the Pre Kindergarten Summer Program or other comments.

____

____

____

____

____

32-E1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

PRE KINDERGARTEN TEACHER AIDE QUESTIONNAIRE
SUMMER 1971

School ____

Highest level of education _________________________

1. Have you participated as a teacher's aide in previous programs?

   Yes __________ No ___________

   Summer Programs ______ 1966 ______ 1967 ______ 1968 ______1969 ______ 1970

   Full Year Programs _____1966 ______ 1967 ______ 1968 ______1969 ______ 1970

   Comment: ____

   ____

2. Would you work in this summer program again?

   Yes ___________ No ____________ Undecided _____________

   Comment: ____

   ____

3. Describe the duties and activities performed by you as a teacher's aide in the Pre Kindergarten summer program.________________________________

   ____

   ____

   ____

   ____

   ____

   ____

4. Indicate in what ways the inservice meetings were helpful or why they were of no help.____

   ____

   ____

____

____

____

5. How many inservice sessions did you attend?

__________ One __________ Two __________ Three __________ None

6. You are invited to write any additional comments you wish concerning the strengths or weaknesses of the Pre Kindergarten summer program, or any other comments.

1½

WICHITA PUBLIC SCHOOLS
Unified District 259
Dr. Alvin E. Morris, Superintendent

POST KINDERGARTEN
SUMMER PROGRAM

Funded by ESEA PL 89-10
Title I
Project #71091

Prepared by
Phyllis L. Curtis, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August 1971

POST KINDERGARTEN
SUMMER PROGRAM, 1971

SUMMARY

A six-week summer program was organized in sixteen Title I schools in the low income target area of Greater Wichita for six-year-old children ready to enter first grade in August, 1971 who were in need of additional language experiences.

The process-oriented curriculum approach was developed around the language arts area: (1) to increase vocabulary and the ability to communicate verbally, (2) to improve verbal and non-verbal concept levels, (3) to improve non-verbal expression, and (4) to improve self-concept to enable children to establish and maintain desirable classroom relationships.

The total staff consisted of twenty-two teachers, one coordinator, and two N.Y.C. workers. One WSU student worked in one classroom to fulfill a course requirement. The staff was integrated.

It has been recommended that the program be established next year with emphasis on two components: (1) more functional inservice training opportunity and (2) active parent involvement be incorporated in the program design.

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

Prior to the beginning of summer school, 1966, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session. A project application for funding of the summer school was filed and subsequently approved.

The Title I Post Kindergarten summer program was designed primarily for six-year-old children living in the low income target area of Greater Wichita who have just completed kindergarten in order to provide an experience-oriented language arts curriculum for those children in need of additional language experiences before entering the first grade in August, 1971. Smaller classes with an informal environment were provided.

PROGRAM DESCRIPTION

Scope

Title I Post Kindergarten summer program activities were designed to provide additional pre-reading experiences developed around the language arts area for children ready to enter first grade who live in the low income target areas of Greater Wichita.

Stated as goals the program aimed to:

(1) increase vocabulary and the ability to communicate verbally;
(2) improve verbal and non-verbal concept levels;
(3) improve non-verbal expression;
(4) improve self-concept; and
(5) enable children to establish and maintain desirable classroom relationships.

Personnel

Twenty-three teachers from the regular teaching staff were employed to participate in the Title I Post Kindergarten summer program; one teacher was shared with the Pre Kindergarten program. All teachers were duly certificated by the State of Kansas; all teachers were female; all teachers had taught in the elementary area. The teachers were selected from a wide range of assignments as shown in Table 33.1.

The percentage distribution of teachers in the Title I Post Kindergarten program was 86 percent Caucasian and 14 percent Negro as shown in Table 33.1.

TABLE 33.1

TEACHERS SELECTED FOR TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1971

Number of teachers = 22

	Teachers*	Race		Regular Teaching Assignment
		Caucasian	Negro	
	6	6		Kindergarten
	8	7	1	First Grade
	6	5	1	Second Grade
	1		1	Third Grade
	1	1		Fourth Grade
Total	22	19	3	
Percent	100	86.36	13.63	

*Only Caucasian and Negro teachers taught in the summer program.

All instructional personnel were employed for two hours per day (9:00 - 11:00 a.m.), five days a week, for a six-week period.

All teachers selected for the Title I Post Kindergarten were female; fifty percent (11) of the teachers had participated in the program previously; forty-one percent (9) of the teachers taught Post Kindergarten for the first time this summer; all teachers were duly certificated by the State of Kansas.

A coordinator was employed from the regular administrative staff for four hours per day, five days a week, for a six-week period. The duties of the coordinator were: (1) plan suggested program activities, (2) distribute materials to teachers, (3) conduct one full day inservice meeting, and (4) assist teachers with any problems that might arise.

An area principal provided administrative guidance for the summer program; the area principal was employed for four hours per day, five days a week, for a six week period.

Two teachers had the services of N.Y.C. workers; one teacher had a volunteer for the entire six weeks.

All personnel served for the six-week summer session with very infrequent absences. Duly certificated substitutes were employed whenever a situation occurred when the teacher had to be absent.

TABLE 33.2

TEACHERS IN PREVIOUS
POST KINDERGARTEN SUMMER PROGRAMS

N=22

Date	Number of teachers in Previous Post Kindergarten Summer Programs
1966	1
1967	3
1968	4
1969	5
1970	10
No experience	9
No response	2

The teachers were asked if they had taught in previous Post Kindergarten summer programs; their responses are shown in Table 33.2. One teacher (4.54%) had five summers of experience; one teacher (4.54%) had four summers experience; one teacher (4.54%) had three summers experience; one teacher (4.54%) had two summers experience; seven teachers (31.83%) had had one summer of experience of teaching Post Kindergarten; nine teachers (40.91%) had had no experience; two teachers (9.09%) gave no response.

Procedures

This report covers the six-week summer session. Twenty-two classes were organized in sixteen Title I target schools for two hours per day (9:00 - 11:00), five days a week, for a six week period. The 288 children who participated in the program were selected and enrolled by the building principals from cards filled out by teachers and parents of the children.

The Post Kindergarten classes were held in the regular classrooms of the Wichita Public Schools geographically located in the low income target area of Greater Wichita as shown in Table 33.4.

Two half-day inservice meetings were held for the instructional personnel. No attendance data was available for these meetings.

The teachers were asked on a questionnaire* to indicate how much value the inservice training sessions were for them; their replies are shown in Table 33.3.

TABLE 33.3

RESPONSES OF POST KINDERGARTEN
TEACHERS ON QUESTIONNAIRE ITEM 1

N=22

Categories	Number of Teachers	Percent of Teachers
Much	9	40.91
Moderate	9	40.91
Little	2	9.09
None	2	9.09
Total	22	100.00

Forty-one percent (9) of the teachers felt the inservice meetings were of "much" value, forty-one percent(9) indicated they were of "moderate" value, nine percent (2) stated they were of "little" value, and nine percent (2) felt the meetings were of "no value".

The inservice meetings consisted mostly of discussion of what different teachers did that seemed to be of benefit to them; each teacher was encouraged to bring an idea or helpful suggestion to share with the others. Some teachers shared ideas; others did not.

Ninety-five percent (21) of the teachers stated they would teach this class again; five percent (1) of the teachers was undecided.

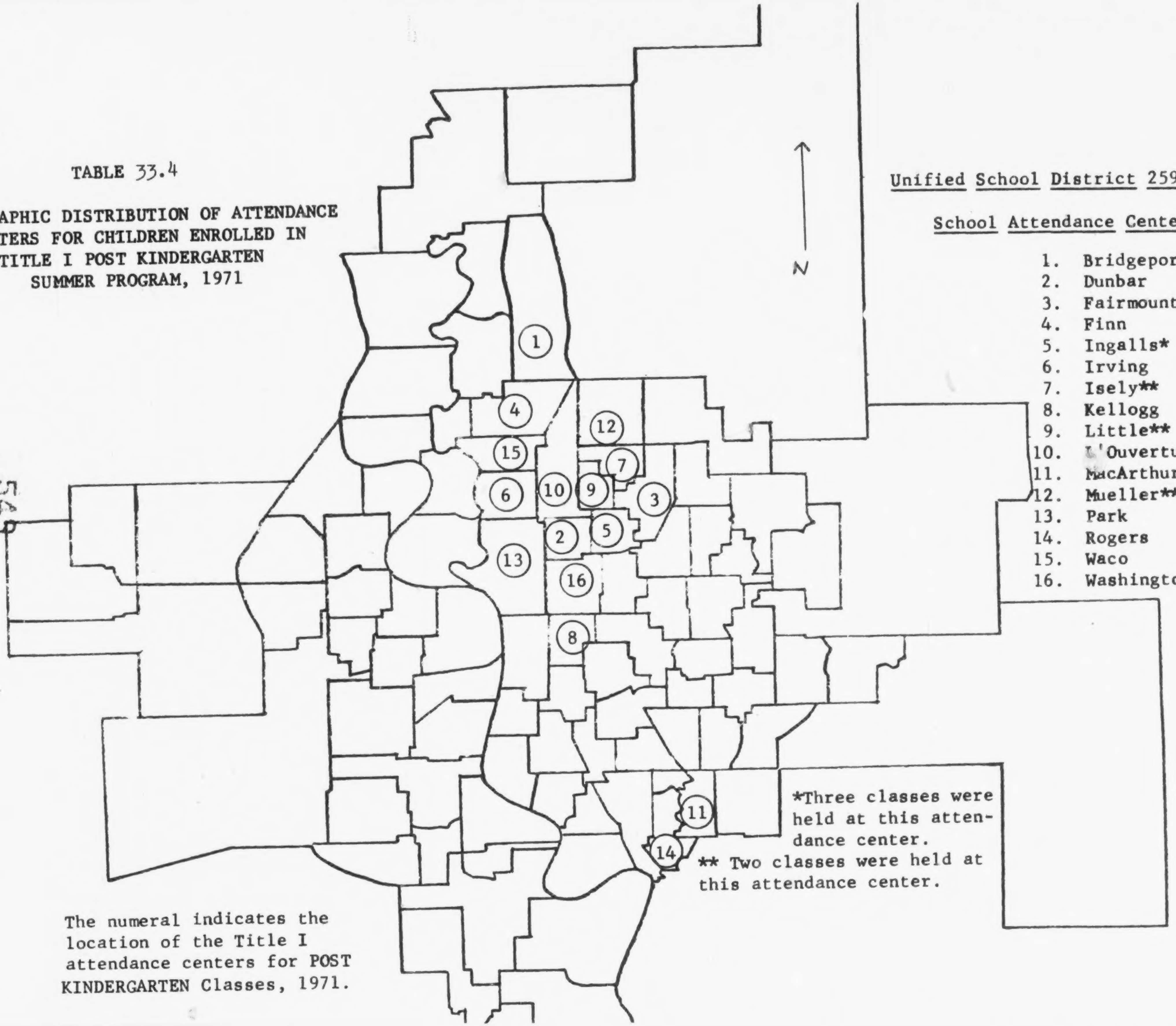
Eighty-six percent (19) of the teachers responded that the help of the coordinator was of "value"; five percent (1) of the teachers responded that the help of the coordinator was of "no" value; five percent (1) of the teachers was "undecided"; and one (4.54%) teacher gave no response.

---

* See Appendix

TABLE 33.4

GEOGRAPHIC DISTRIBUTION OF ATTENDANCE CENTERS FOR CHILDREN ENROLLED IN TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1971



Unified School District 259

School Attendance Center

1. Bridgeport
2. Dunbar
3. Fairmount
4. Finn
5. Ingalls*
6. Irving
7. Isely**
8. Kellogg
9. Little**
10. L'Ouverture
11. MacArthur**
12. Mueller**
13. Park
14. Rogers
15. Waco
16. Washington

*Three classes were held at this attendance center.

** Two classes were held at this attendance center.

The numeral indicates the location of the Title I attendance centers for POST KINDERGARTEN Classes, 1971.

Title I Post Kindergarten program design was to provide additional prereading experiences through a process-oriented curriculum approach developed around the language arts in order to more fully develop and expand reading and oral language skills of children ready to enter the first grade in August, 1971.

Some activities were:

(1) Visiting
(2) Reading
(3) Language
(4) Music
(5) Art
(6) Numbers
(7) Choral Reading
(8) Games
(9) Parties
(10) Nature Walks

Most of the rooms had interest centers such as:

(1) library corner
(2) cassette listening area
(3) science table
(4) puzzle and game table
(5) art area - table to draw on or work with clay

The teachers were asked to describe briefly the instructional procedures and class activities used; some of their descriptions were as follows:

> "Distar was used for working with colors, shapes, patterns as well as expressing oneself in sentences and storytelling. We used Peabody Kits for colors, numerals, etc. We found talking storybooks and Sounds I Can Hear very good for listening skills. We used individualized teaching for arithmetic and writing names as well as weekly reading. We made experience charts."

> "The entire class did such activities as music, art, storytime, and field trips. The class was broken down into smaller groups to meet the individual needs of each child for arithmetic, reading readiness, and language activities."

Ninety-five percent (21) of the teachers stated they were able to use the equipment and school libraries in the buildings in which they were assigned; five percent (1) of the teachers stated "not good."

Twenty-one field trips were taken by pupils and teachers in the Post Kindergarten summer program as listed in Table 33.5.

It was necessary for the teachers and parents to provide the transportation for all field trips. It was necessary for each child to have a permit slip signed by his parents in order to be allowed to leave the school attendance area.

TABLE 33.5

FIELD TRIP EXCURSIONS BY PUPILS ENROLLED IN POST KINDERGARTEN SUMMER CLASSES, 1971

Place	Number of field trips
MacDonald's Hamburger Stand	2
City Library for Story Hour	1
Nature walks around and near the playground area	7
Picnic	1
Nature walk in nearby park	5
Splash party at McAdams Park	2
Trip to Watson Park	1
Fourth of July swimming party and picnic	1
Observational trip to see new canal route	1
	21

The classroom supplies most beneficial to teachers in the summer program were, in rank order:

(1) Language Kit For Beginning Levels 1970*
(2) Peabody Language Development Kit #1
(3) Peabody Language Development Kit #2
(4) Talking Alphabet Kit
(5) Books with tapes
(6) First Talking Storybook
(7) Tell Again Story Cards
(8) "Moods and Emotions" Series
(9) See-Through Games
(10) SCIS Materials Object Kit
(11) Distar
(12) Zip's Book of Wheels; Zip's Book of Animals
(13) Flannel Board
(14) Paper
(15) "Cycle of Robin" and "Butterfly" Series
(16) SRA Alphabet Book
(17) Record player - tape recorder

It appeared that some of the teachers had access to an abundance of supplies; other had to improvise with what they had.

---

* See Appendix

TABLE 33.6

FREQUENCY OF PARENTAL CONTACTS OF TITLE I POST KINDERGARTEN TEACHERS DURING THE SUMMER OF 1971

Number of teachers = 22 Number of classes = 22

Number of parental contacts by teachers in the following categories:

Teachers	At their home	At school	By note	By telephone	On field trips	Other	Total
A	-	-	-	-	-	-	0
B		8	4				12
C		7	4	4			15
D		3		2			5
E	4	5		12			21
F		1	1	1			3
G	12	6	2				20
H		1					1
I	1	4	2	1			8
J		4	33*	10	2**		49
K	3	2	14	5			24
L		3	1	3			7
M	1		1	1			3
N		4		1	1		6
O		6					6
P		6	4				10
Q	-	-	-	-	-	-	0
R	2	25	40	18	-	5***	90
S	5	20	7	6			38
T		3	1	1			5
U		9	3				12
V	2	7	1	4			14
Total	30	124	118	69	3	5	349

*These notes included field trip permits.

** Parents helped with field trips.

*** Fourth of July party was held for this class on the 4th of July.

Thirty-six percent (8) of the teachers made home contacts as shown in Table 33.6. Fifty-nine percent (13) of the teachers indicated the parents' reaction to the program to be positive; thirty-six percent (8) noted they had no indication of parent reaction to the program; four percent (1) gave "no response" in regard to parent reaction to the Post Kindergarten program.

Some teacher comments about parent reactions to the Post Kindergarten program were:

> "Several parents have said that their children enjoyed coming to Post Kindergarten."
>
> "Some feel it is important, others don't. Some feel it might tend to turn the child against school if he has to go too much."
>
> "Good. Those who sent children were very interested in keeping the child in the school routine for the summer."
>
> "The attendance in my room averaged 12. This tells me parents realized the value of the program." (This teacher had fourteen children enrolled.)
>
> ". . . I had parents come to school and meet 'the teacher' and their comments were all favorable."
>
> "Parent conferences at beginning - indicated special needs of individual pupils. Conferences with 10 parents regarding more severe needs and homework for parents to assist the students."
>
> "Most parents felt their children needed this extra little boost."
>
> "All reactions have been positive."

Two teachers noted that they had a party every Friday noon to which the parents could come if they so desired; they stated they made ice cream the first Friday, popped popcorn the second Friday and so on.

Three teachers (13%) met parents on field trips.

At the end of the summer session each pupil was suppose to take a certificate of attendance in the Post Kindergarten summer program home to his parents; this certificate was not included in Table 33.6 as "notes" sent home to parents. A copy of the "Elementary Summer School Report" dated July, 1971, which certifies attendance in above said program was included in Appendix 33-C1.

Thirty homes out of 288 homes were visited by Post Kindergarten teachers.

Budget

The Title I Post Kindergarten summer program, 1971, was supplemented by the Elementary-Secondary Education Act, Title I, PL 89-10; the total amount budgeted for this six week activity was $11,689.00. This included: (1) $9,735.00 for salaries for the following: (a) twenty-two teachers for two hours per day, for thirty days, (b) one coordinator for four hours per day for thirty days, and (c) for twenty-three teachers for one full day training session at $15.00 per day, per teacher, (2) $1,380.00 for classroom supplies, (3) other expenses: (a) coordinator travel expenses, and (4) $506.00 for OASI. The per pupil cost was $40.59. This amount is only the additional cost of this program. It does not include buildings, maintenance, major equipment items, etc. which are normally included in the regular school year per pupil costs.

EVALUATION

The primary goal of the summer Post Kindergarten program was to provide additional pre-reading experiences and to try to improve the self-concept of the participating children.

The objectives chosen for evaluation were as follows:

1. The child enrolled in the Post Kindergarten summer program will demonstrate improvement in vocabulary, language, and verbal communication skills as indicated by teacher responses on the Post Kindergarten Evaluation Instrument, items 2, 4, 5, 6, 12, and 15.
2. The child enrolled in the Post Kindergarten summer program will demonstrate improvement in verbal and non-verbal conceptual structutes, as indicated by teacher responses on the Post Kindergarten Evaluation Instrument, items 3, 11, and 13.
3. The child enrolled in the Post Kindergarten summer program will demonstrate improvement in non-verbal expression as indicated by teacher responses on the Post Kindergarten Evaluation Instrument, items 1 and 10.
4. The child enrolled in the Post Kindergarten summer program will demonstrate improvement in the development of self-worth or self-concept as indicated by teacher responses on the Post Kindergarten Evaluation Instrument, items 7, 9, 16, 17, and 18.
5. The child enrolled in the Post Kindergarten summer program will develop constructive peer relationships as indicated by teacher responses on the Post Kindergarten Evaluation Instrument, items 8 and 14.

Pupils selected for participation in the Post Kindergarten summer program were selected by the building principals from enrollment cards filled out by the teachers and parents of the children; the children in this program would be entering the first grade in August, 1971.

Two hundred eighty-eight pupils participated in this six-week program. The mean class size was 13.10 pupils per class; the range was from 3 to 19; the class with only three pupils was combined with a Pre Kindergarten class. The mean number of days attended for boys was 23.73, for girls 23.66, and for combined classes 23.69 as shown in Table 33.7.

TABLE 33.7

SUMMARY ATTENDANCE DATA FOR THE TITLE I
POST KINDERGARTEN SUMMER PROGRAM, 1971

Pupils	Number of pupils	Percent of pupils	Total days attended	Total days absent	X̄ number of days attended	X̄ number of days absent
Boys	135	46.87	3,203	847	23.73	5.55
Girls	153	53.12	3,620	970	23.66	6.34
Total	288	99.98	6,823	1,817	23.69	6.31

Participation statistics were listed for boys, girls, and combined classes in Table 33.8, 33.9, and 33.10 respectively.

Sex and racial composition for Post Kindergarten are listed in Tables 33.11, 33.12, 33.13. Total enrollment by race included: (1) Caucasian - 27.08%, (2) Oriental - none, (3) Negro - 65.62%, (4) Spanish American - 5.90%, and (5) American Indian - 1.38%. In total, there were 6.25% more girls than boys enrolled in Post Kindergarten in the summer of 1971; there were 2.08% more Caucasian boys that attended Post Kindergarten than Caucasian girls. In contrast, there were (1) 5.21% more Negro girls that participated in Post Kindergarten than Negro boys, (2) 2.43% more Spanish American girls enrolled in Post Kindergarten than boys, and (3) .70% more American Indian girls attended Post Kindergarten than boys. No Oriental children were enrolled in the Post Kindergarten summer program, 1971.

To attempt to get some measure of improvement in ability to communicate, improvement of self-concept, and improvement in non-verbal expression the teachers were asked to complete a locally prepared evaluation instrument for each child; on above said instrument the teachers were to indicate by a check mark whether the pupil's progress in the goal or activity was "much," "some," or "none" during the six-week summer session. The evaluation instruments were tallied by class and by sex within each class for frequency of the type of improvement made by boys, by girls, and as a combined group of pupils. The results are shown in Tables 33.14, 33.15, and 33.16 for boys, girls and combined classes respectively.

The percent ratings in the "much" improvement column for boys in Table 33.14 are listed in rank order as shown in Table 33.17.

The percent ratings in the "much" improvement column for girls in Table 33.15 are listed in rank order in Table 33.18.

It is interesting to note that in the top third of the "much" improvement rankings that both boys and girls demonstrated the highest percent of improvement in (1) literature appreciation, (2) building meaningful social relationships, (3) sharpened visual and auditory discrimination, (4) creative picture interpretation, and (5) pupil dictated stories. Both boys and girls have the lowest percent of improvement in item 6, improved articulation and enunciation, 13.17% and 10.66% respectively. During the summer of 1970 this item (item 6) was also marked as the lowest amount of improvement gain for both boys and girls. (Does this indicate that an intensive speech therapy program needs to be initiated and tried?)

In the "some" improvement column of the evaluation instrument as a group the boys were rated higher in items 12, 1, and 7 which were: (1) "likenesses and differences in visual and oral media": boys - 72.87%, girls - 72.00%, (item 12), (2) creative picture interpretation": boys - 70.54%, girls - 62.66%, (item 1), and (3) "acceptance of self; establishing self-worth": boys - 70.54%, girls - 62.66% (item 7); the girls had a higher percent of ratings on the other fifteen items marked "some" improvement than the boys shown in Table 33.19.

TABLE 33.8

BOYS ENROLLED IN THE SUMMER POST KINDERGARTEN PROGRAM, 1971

Number of boys = 135 Number of classes = 22
Number of days in the summer session = 30

Classes	# in Class	% in *** Class	Race** 1	2	3	4	5	Number of Days Attended
A*	2	67	2					42
B	6	46	1		5			131
C	9	53			9			
D	2	20	1		1			38
E	6	37			6			158
F	4	29			4			94
G	3	25			3			58
H	6	50	4		1	1		132
I	6	43			6			164
J	5	45			5			110
K	6	60	6					171
L	7	50			7			163
M	10	67			10			218
N	10	53			10			214
O	6	40	6					102
P	5	50	5					134
Q	10	62			10			259
R	5	33			5			138
S	10	62	8			2		237
T	7	54	5			1	1	173
U	4	26	1		2	1		109
V	6	75	3		3			143
Totals	135	47	42		87	5	1	

*This class was combined with a Pre Kindergarten class.
** 1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5= American Indian
*** Percents rounded off to the nearest whole percent.

TABLE 33.9

GIRLS ENROLLED IN THE SUMMER POST KINDERGARTEN PROGRAM, 1971

Number of girls = 153 Number of classes = 22

Classes	# in Class	% in*** Class	Race** 1	2	3	4	5	Number of Days Attended
A*	1	33					1	18
B	7	54	1		6			131
C	8	47			8			
D	8	80	4			4		170
E	10	63			10			248
F	10	71			10			266
G	9	75			9			231
H	6	50	3		2	1		131
I	8	57			8			198
J	6	55			6			159
K	4	40	4					89
L	7	50			7			155
M	5	33			5			126
N	9	47			9			186
O	9	60	9					235
P	5	50	5					136
Q	6	38			6			156
R	10	67			10			254
S	6	38	3		2	1		140
T	6	46	3		1		2	130
U	11	73	3		2	6		199
V	2	25	1		1			44
Totals	153	53	36		102	12	3	

*This class was combined with a Pre Kindergarten class.

** 1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5= American Indian

*** Percents rounded off to the nearest whole percent.

TABLE 33.10

PARTICIPATION STATISTICS FOR ALL PUPILS ENROLLED IN TITLE I POST KINDERGARTEN PROGRAM, 1971

Number of classes = 22 Number of days in summer session = 30

Number of pupils = 288

	Number in class			Race**					Total number of days attended		
Classes	Male	Female	Total	1	2***	3	4	5	Male	Female	Total
A*	2	1	3	2				1	42	18	60
B	6	7	13	2		11			131	158	289
C	9	8	17			17			215	211	426
D	2	8	10	5		1	4		38	170	208
E	6	10	16			16			158	248	406
F	4	10	14			14			94	266	360
G	3	9	12			12			58	231	289
H	6	6	12	7		3	2		132	131	263
I	6	8	14			14			164	198	362
J	5	6	11			11			110	159	269
K	6	4	10	10					171	89	260
L	7	7	14			14			163	155	318
M	10	5	15			15			218	126	344
N	10	9	19			19			214	186	400
O	6	9	15	15					102	235	337
P	5	5	10	10					134	136	270
Q	10	6	16			16			259	156	415
R	5	10	15			15			138	254	392
S	10	6	16	11		2	3		237	140	377
T	7	6	13	8		1	1	3	173	110	283
U	4	11	15	4		4	7		109	199	308
V	6	2	8	4		4			143	44	187
Total	135	153	288	78	-	189	17	4	3,203	3,620	6,823

*This class was combined with a Pre Kindergarten class.

** 1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5=American Indian

*** No Oriental children were enrolled in the Post Kindergarten summer program.

TABLE 33.11

RACIAL DISTRIBUTION OF BOYS IN THE POST KINDERGARTEN SUMMER PROGRAM, 1971

Race*	1	2	3	4	5	Total
Number of pupils	42	-	87	5	1	135
Percent	14.58	-	30.20	1.73	.34	46.87

TABLE 33.12

RACIAL DISTRIBUTION OF GIRLS IN THE POST KINDERGARTEN SUMMER PROGRAM, 1971

Race*	1	2	3	4	5	Total
Number of pupils	36	-	102	12	3	153
Percent	12.50	-	35.41	4.16	1.04	53.12

TABLE 33.13

RACIAL DISTRIBUTION OF PUPILS IN THE POST KINDERGARTEN SUMMER PROGRAM, 1971

Race*	1	2	3	4	5	Total
Number of pupils	78	-	189	17	4	288
Percent	27.08	-	65.62	5.90	1.38	99.98

*1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5=American India

TABLE 33.14

RESPONSES OF TEACHERS CONCERNING IMPROVEMENT OF BOYS ENROLLED IN THE TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1971

Number of classrooms = 22 — Number of boys = 129*

Goal or Activity	Number and Percent of pupils making improvement					
	Much		Some		None	
	#	%	#	%	#	%
1. Creative picture interpretation	31	24.03	91	70.54	7	5.42
2. Pupil-dictated stories	30	23.25	88	68.21	11	8.53
3. Literature appreciation	42	32.55	83	64.34	4	3.10
4. Practice with meaningful language patterns	28	21.70	93	72.09	8	6.20
5. Building vocabulary	32	24.80	88	68.22	9	6.97
6. Improved articulation and enunciation	18	13.95	94	72.87	17	13.17
7. Acceptance of self; establishing self-worth	29	22.48	91	70.54	9	6.97
8. Building meaningful social relationships	34	26.35	83	64.34	12	9.30
9. Acceptance of errors; openness to experience	23	17.82	94	72.87	12	9.30
10. Non-verbal expression (art, rhythm, etc.)	28	21.70	93	72.09	8	6.20
11. Sharpened visual and auditory discrimination	36	27.90	87	67.44	6	4.65
12. Likenesses and differences in visual and oral media	30	23.25	94	72.87	5	3.87
13. Mathematical concepts of size, position, time	26	20.15	94	72.87	9	6.97
14. Successful learner behavior	24	18.60	89	68.99	16	12.40
15. Observation skills - generalization about environment	18	13.95	105	81.39	6	4.65
16. Physical coordination	20	15.50	103	79.84	6	4.65
17. Body development and exercise	17	13.17	105	81.39	7	5.43
18. Health habits, body care	17	13.17	107	82.94	5	3.88
Total	483	20.80	1,682	72.43	157	6.76

*Data were not available for six pupils; they did not attend class long enough to be evaluated.

TABLE 33.15

RESPONSES OF TEACHERS CONCERNING IMPROVEMENT OF GIRLS ENROLLED IN THE TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1971

Number of classrooms = 22 Number of girls = 150*

	Number and Percent of pupils making improvement					
	Much		Some		None	
Goal or Activity	#	%	#	%	#	%
1. Creative picture interpretation	49	32.66	94	62.66	7	4.66
2. Pupil-dictated stories	36	24.00	105	70.00	9	6.00
3. Literature appreciation	40	26.66	110	73.33	0	-
4. Practice with meaningful language patterns	32	21.33	107	71.33	11	7.33
5. Building vocabulary	30	20.00	109	72.66	10	6.66
6. Improved articulation and enunciation	20	13.33	114	76.00	16	10.66
7. Acceptance of self; establishing self-worth	38	25.33	104	69.33	8	5.33
8. Building meaningful social relationships	37	24.66	107	71.33	6	4.00
9. Acceptance of errors; openness to experience	26	17.33	112	74.66	12	8.00
10. Non-verbal expression (art, rhythm, etc.)	25	16.66	117	78.00	8	5.33
11. Sharpened visual and auditory discrimination	34	22.66	107	71.33	9	6.00
12. Likenesses and differences in visual and oral media	34	22.66	108	72.00	8	5.33
13. Mathematical concepts of size, position, time	27	18.00	114	76.00	9	6.00
14. Successful learner behavior	29	19.33	115	76.66	6	4.00
15. Observation skills - generalization about environment	19	12.66	124	82.66	7	4.66
16. Physical coordination	22	14.66	125	83.33	3	2.00
17. Body development and exercise	16	10.66	131	87.33	3	2.00
18. Health habits, body care	15	10.00	129	86.00	6	4.00
Total	529	19.59	2,032	75.28	138	5.11

* Three pupils did not attend class long enough to be evaluated.

TABLE 33.16

RESPONSES OF TEACHERS CONCERNING COMBINED PUPIL IMPROVEMENT IN THE TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1971

Number of classrooms = 22 Number of pupils = 279*

	Number and Percent of pupils making improvement					
	Much		Some		None	
Goal or Activity	#	%	#	%	#	%
1. Creative picture interpretation	80	28.67	185	66.30	14	5.01
2. Pupil-dictated stories	66	23.65	193	69.18	20	7.17
3. Literature appreciation	82	29.39	193	69.18	4	1.43
4. Practice with meaningful language patterns	60	21.51	200	71.68	19	6.81
5. Building vocabulary	62	22.22	198	70.97	19	6.81
6. Improved articulation and enunciation	38	13.62	208	74.55	33	11.83
7. Acceptance of self; establishing self-worth	67	24.01	195	69.89	17	6.09
8. Building meaningful social relationships	71	25.45	190	68.10	18	6.45
9. Acceptance of errors; openness to experience	49	17.56	206	73.84	24	8.60
10. Non-verbal expression (art, rhythm, etc.)	53	19.00	210	75.27	16	5.73
11. Sharpened visual and auditory discrimination	70	25.09	194	69.53	15	5.38
12. Likenesses and differences in visual and oral media	64	22.94	202	72.40	13	4.66
13. Mathematical concepts of size, position, time	53	19.00	208	74.55	18	6.45
14. Successful learner behavior	53	19.00	204	73.12	22	7.88
15. Observation skills - generalization about environment	37	13.26	229	82.08	13	4.66
16. Physical coordination	42	15.05	228	81.72	9	3.23
17. Body development and exercise	33	11.83	236	84.59	10	3.58
18. Health habits, body care	32	11.47	236	84.59	11	3.94
Total	1,012	20.15	3,715	73.98	295	5.87

*Data were not available for nine pupils; they did not attend class long enough to be evaluated.

TABLE 33.17

RANK ORDER OF THE PERCENT RATINGS FOR BOYS IN THE 'MUCH' IMPROVEMENT COLUMN OF THE "POST KINDERGARTEN EVALUATION INSTRUMENT, SUMMER, 1971"

Number of classes = 22 Number of boys = 129*

Goal or Activity	Percent	Item number
Literature appreciation	32.55	3
Sharpened visual and auditory discrimination	27.90	11
Building meaningful social relationships	26.35	8
Building vocabulary	24.80	5
Creative picture interpretation	24.03	1
Pupil dictated stories	23.25	2
Likenesses and differences in visual and oral media	23.25	12
Acceptance of self; establishing self-worth	22.48	7
Practice with meaningful language patterns	21.70	4
Non-verbal expression (art, rhythm, etc.)	21.70	10
Mathematical concepts of size, position, time	20.15	13
Successful learner behavior	18.60	14
Acceptance of errors ; openness to experience	17.82	9
Physical coordination	15.50	16
Improved articulation and enunciation	13.95	6
Observation skills - generalization about environment	13.95	15
Body development and exercise	13.17	17
Health habits, body care	13.17	18

*Data were not available for six pupils.

TABLE 33.18

RANK ORDER OF THE PERCENT RATINGS FOR GIRLS IN THE 'MUCH' IMPROVEMENT COLUMN OF THE "POST KINDERGARTEN EVALUATION INSTRUMENT, SUMMER, 1971"

Number of classes = 22 Number of girls = 150*

Goal or Activity	Percent	Item number
Creative picture interpretation	32.66	1
Literature appreciation	26.66	3
Acceptance of self; establishing self-worth	25.33	7
Building meaningful social relationships	24.66	8
Pupil dictated stories	24.00	2
Sharpened visual and auditory discrimination	22.66	11
Likenesses and differences in visual and oral media	22.66	12
Practice with meaningful language patterns	21.33	4
Building vocabulary	20.00	5
Successful learner behavior	19.33	14
Mathematical concepts of size, position, time	18.00	13
Acceptance of errors; openness to experience	17.33	9
Non-verbal expression (art, rhythm, etc.)	16.66	10
Physical coordination	14.66	16
Improved articulation and enunciation	13.33	6
Observation skills - generalization about environment	12.66	15
Body development and exercise	10.66	17
Health habits, body care	10.00	18

*Data were not available for 3 pupils.

TABLE 33.19

RANK ORDER OF THE PERCENT RATINGS FOR BOYS AND GIRLS IN THE 'SOME' IMPROVEMENT COLUMN OF THE "POST KINDERGARTEN EVALUATION INSTRUMENT, SUMMER, 1971"

Number of classes = 22
Number of boys = 129*
Number of girls = 150**

Item Number	Boys' Percent of 'Some' Improvement	Item Number	Girls' Percent of 'Some' Improvement
18	82.94	17	87.33
15	81.39	18	86.00
17	81.39	16	83.33
16	79.84	15	82.66
6	72.87	10	78.00
9	72.87	14	76.66
12	72.87	6	76.00
13	72.87	13	76.00
4	72.09	9	74.66
10	72.09	3	73.33
1	70.54	5	72.66
7	70.54	12	72.00
14	68.99	4	71.33
5	68.22	8	71.33
2	68.21	11	71.33
11	67.44	2	70.00
3	64.34	7	69.33
8	64.34	1	62.66

*Data were not available for six boys.
** Data were not available for three girls.

TABLE 33.20

RANK ORDER OF THE PERCENT RATINGS FOR BOYS AND GIRLS IN THE 'NONE' IMPROVEMENT COLUMN OF THE "POST KINDERGARTEN EVALUATION INSTRUMENT, SUMMER, 1971"

Number of classes = 22
Number of boys = 129*
Number of girls = 150**

Item Number	Boys' Percent of 'None' Improvement	Item Number	Girls' Percent of 'None' Improvement
6	13.17	6	10.66
14	12.40	9	8.00
8	9.30	4	7.33
9	9.30	5	6.66
2	8.53	2	6.00
5	6.97	11	6.00
7	6.97	13	6.00
13	6.97	7	5.33
4	6.20	10	5.33
10	6.20	12	5.33
17	5.43	1	4.66
1	5.42	15	4.66
11	4.65	8	4.00
15	4.65	14	4.00
16	4.65	18	4.00
18	3.88	16	2.00
12	3.87	17	2.00
3	3.10	3	0.00

*Data were not available for six boys.
** Data were not available for three girls.

The boys excelled the girls in all items that were checked in the "none" improvement column except for items 4, 11, 12, 15, and 18 as shown in Table 33.20.

A comparison of responses on items 2, 4, 5, 6, 12, and 15 of the "much" improvement category on the evaluation instrument seems to indicate that both boys and girls made from thirteen to twenty-four percent improvement; the boys were considered to have "much" improvement more than the girls in all items except item 2 as shown below:

Item Number	Percent of "much" improvement for boys	Percent of "much" improvement for girls
2	23.25	24.00
4	21.70	21.33
5	24.80	20.00
6	13.95	13.33
12	23.25	22.66
15	13.95	12.66

A comparison of responses on items 3, 11, and 13 of the "much" improvement category of above said instrument is shown below: (See Tables 33.17, 33.18.)

Item Number	Percent of "much" improvement for boys	Percent of "much" improvement for girls
3	32.55	26.66
11	27.90	22.66
13	20.15	18.00

The boys were considered to have "much" improvement more than the girls in items 3, 11, and 13.

A comparison of responses on items 1 and 10 indicates the girls had "much" more improvement than the boys in "creative picture interpretation and non-verbal expression as shown in Tables 33.14 and 33.15.

Teacher responses on items 7, 9, 16, 17, and 18 of the "much" improvement category of above said instrument were compared as shown below:

Item Number	Percent of "much" improvement for boys	Percent of "much" improvement for girls
7	22.48	25.33
9	17.82	17.33
16	15.50	14.66
17	13.17	10.66
18	13.17	10.00

It seems that the girls had "much" more improvement in "acceptance of self"; whereas, the boys were considered to have "much" more improvement in "acceptance to errors," "physical coordination," "body development," and "health habits."

Data in Table 33.16 indicates that a majority of the children, 94%, exhibited some degree of improvement in the eighteen categories listed; therefore, to some extent, the five objectives for the Post Kindergarten summer program, 1971 seem to have been met to some degree in the six-week period, as indicated by teacher responses on the "Post Kindergarten Evaluation

APPENDIX 33

Instrument, Summer, 1971."

RECOMMENDATIONS

The results indicate that the program has accomplished to some degree the objectives which were intended.

The following recommendations are made:

- -Continue and expand the program in neighborhood schools for the benefit of children.
- -Provide for more functional as well as specific inservice training for the teachers involved.
- -Develop, devise, and test a new instrument to be used for the collection of data for the six-year-old child.
- -Consider the possibility of holding these classes in the three air conditioned buildings of the Wichita Public Schools for three hours per day instead of two hours per day.
- -Consider the possibility of having an intensive (1) speech therapy, (2) physical education therapy, and (3) music therapy program incorporated into the design of the program for the benefit of the children involved with appropriate instruments developed for the evaluation of the intensive programs in the Post Kindergarten summer program design.

33-A1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

POST KINDERGARTEN EVALUATION
SUMMER 1971

1. How much value do you feel the inservice training sessions were for Post Kindergarten teachers?

   Much __________ Moderate __________ Little __________ None __________

2. Indicate ways the inservice sessions were helpful or of no help.

   ____

   ____

   ____

3. Was the help provided by the coordinator of value to you?

   Yes __________ No __________ Undecided __________

   Comments: ____

   ____

4. Have you taught previous Post Kindergarten summer school programs? (Check)

   Summer 70 ________, Summer 69 ________, Summer 68 ________, Summer 67 ________

   Summer 66 ________

5. Which classroom supplies were of most benefit to your class?

   ____

   ____

   ____

6. Were you able to use the equipment and library in the building you were assigned? Yes __________ No __________

   Comments: ____

   ____

   ____

   ____

7. Describe briefly the instructional procedures and class activities you used.

____

____

____

____

8. Do you have any indications about parent reactions to the Post Kindergarten summer program? Yes __________ No __________

Comments: ____

____

____

____

9. Did you have parental contacts? (Give approximate number)

at their home ______________________________

at school ______________________________

by note ______________________________

by telephone ______________________________

on field trips ______________________________

other ______________________________

10. List any field trips which were taken or other special activity in which the pupils participated.

____

____

11. Would you teach this class again? Yes ____ No ____ Undecided ____

Comments: ____

____

____

____

____

12. You are invited to write any additional comments you wish concerning the strengths and weaknesses of the Post Kindergarten summer program or other comments.

33-A4

Please list below the number of pupils in each category.

GRADE LEVEL 70 - 71	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Public School															
*Non-Public School															
Male															
Female															

*Enrolled during regular school term in private, parochial, etc.

1. Was attendance generally excellent __________, good __________, satisfactory __________, unsatisfactory __________?
2. How many children attending one or more weeks did not finish the program?
3. What were the reasons the pupils did not finish the program?

ANNOTATED BIBLIOGRAPHY OF MATERIALS USED IN POST KINDERGARTEN SUMMER CLASSES, 1971

Dunn, Lloyd M. and Smith, James O. Peabody Language Development Kits. 1967: American Guidance Service, Inc. Circle Pines, Minnesota 55014

Language Activities Kit For Beginning Levels. 1970: Scott, Foresman and Company.

This kit is a complete language arts program that should be available or accessible to every primary teacher. The poetry, music, games, and literature are most appropriate for the primary child.

The Life Cycle of a Robin. 1969: The Child's World, Inc. Mankato, Minnesota 56001

This set of picture prints includes: (1) a six panel sequential chart with resource material on the backs of the panels, (2) six duplicate cards for the children to use in practicing sequencing: (a) robins build their nest, (b) baby birds hatch from eggs, (c) grow up, and (d) fly away.

Moods and Emotions. 1969: The Child's World, Inc. Mankato, Minnesota 56001

The moods and emotions pictures include: (1) "love," (2) "compassion," (3) "loneliness," (4) "joy," (5) "thoughtfulness," (6) "anger," and (7) "sadness."

The teacher's guide seems to be very well organized including: (1) aims, (2) questions to elicit responses, (3) a participation story, (4) background material for the teacher, (5) rythmic activity, (6) poems and finger plays, (7) suggested projects, (8) resource material for further enrichment and (9) related reading - books for the teacher.

The authors stated that "these prints are intended to help children: (1) to understand their own feelings; (2) to be better able to cope with frustrations and to get along with others; (3) to form healthy emotional attitudes; and (4) to work toward a better life adjustment."

The children seemed to enjoy this particular set of pictures.

Other title series used were: "Children of American;" "Children Around the World," and "Games and other Activities."

See-Through Games. Bank Street College of Education, The Macmillan Company, New York, (no date available at this time.)

This is an extraordinary set of games. The goals of said games are: (1) matching shapes, (2) naming colors, (3) making a whole picture from parts, (4) naming completed pictures, (5) matching things that go together, (6) making associations, and (7) matching numbers, counting; there are twenty games altogether.

Zip's Book of Wheels. A Weekly Reader Practice Book, Kindergarten Book 2, 1965: American Education Publications, A Xerox Company, Education Center, Columbus, Ohio 43216

This is a consumable practice reader; the pictures are printed in vivid colors; the format of the stories are short and interesting.

33-C1

ELEMENTARY SUMMER SCHOOL REPORT

July, 1971

This is to certify that ______________________________
Name of Child

has attended a six-week summer school session at ____________
School

enrolled in ____
Title of Class

Present __________
Days

____
Teacher

Comments:

33-D1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

Post Kindergarten Evaluation
Summer, 1971

Teacher ______________________ School ______________________

Fill out one form for each pupil.
Return to the Research Office at the close of summer school.

Pupil's Name ______________________ Sex ________ Race ______________

Days Present ____________ Days Absent ______________ Tardy ____________

Goal or Activity	Improvement*		
	Much	Some	None
Creative picture interpretation			
Pupil-dictated stories			
Literature appreciation			
Practice with meaningful language patterns			
Building vocabulary			
Improved articulation and enunciation			
Acceptance of self; establishing self-worth			
Building meaningful social relationships			
Acceptance of errors; openness to experience			
Non-verbal expression (art, rhythm, etc.)			
Sharpened visual and auditory discrimination			
Likenesses and differences in visual and oral media			
Mathematical concepts of size, position, time			
Successful learner behavior			
Observation skills-generalization about environment			
Physical coordination			
Body development and exercise			
Health habits, body care			

*KEY - Pupil's progress in goal or activity

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

CAREER ORIENTATION

SUMMER PROGRAM

Funded by ESEA PL 89-10
Title I
Project 71091

Prepared by
Gerald R. Riley, Research Assistant
Summer Title I

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1971

34.00

CAREER ORIENTATION SUMMER PROGRAM, 1971

SUMMARY

One Career Orientation class was conducted in a Title I elementary school. Twenty-one Negro pupils who were in the fourth, fifth, or sixth grade participated.

Two teachers were employed. The coordinator of the program was the Career Orientation Specialist for the school district.

The goal of the program was to expose the pupils to the world of work and its relationship to the pupils' interests, abilities, and present school work.

Field trips, speakers from the community, class projects and discussions were the activities provided to accomplish the objectives.

Because the attendance rate was less than desirable it has been recommended that a more selective enrollment process be used if the course is to be offered another summer.

CONTEXT

Wichita is a metropolitan community of approximately 280,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. The economic recession of 1970 has had a telling effect on the overall employment outlook in Wichita. Unemployment rose to about ten percent in early 1971.

Within the city are a total of 143 schools which serve approximately 76,600 children. There are 112 public schools: 91 are elementary schools, grades K-6; 15 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. On September 15, 1970 there were 63,811 children in the public schools. There were another 8,000 pupils in 25 parochial or private schools. About 1,400 individuals of school age were estimated not to be in attendance at any school. About 7,000 pupils were estimated to come from low income families. The racial composition of the school population is 83 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past three years the white pupil population has declined at the rate of one percent per year whereas the black pupil population has increased one percent per year.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, and $697.52 in fiscal 1970. Fiscal 1971 expenditures may be expected to exceed $700.00.

The last bond issue in the district was passed in September, 1966 but was subsequently invalidated in the courts. A prior issue had failed.

The Title I project in Wichita was designed to focus on the needs of culturally and educationally disadvantaged children in school attendance areas with high concentrations of low income families.

Wichita has completed its sixth year of participation in PL 89-10, ESEA, Title I. The scope of the project has been narrowed over these years to concentrate on the most educationally deprived of the community.

Prior to the beginning of summer school, 1968, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session. A project application for funding of the summer school was filed and subsequently approved.

Summer projects have been developed to provide programs which will keep children involved in school activities. Smaller classes with a more informal environment than would be possible in the regular school year are provided.

Wichita Area Vocational-Technical School leaders realized the need and potential of a Career Orientation program for all students. A Career Orientation Specialist was assigned to focus efforts on developing a kindergarten-through-twelfth grade program. The decision was made to initially concentrate on developing the program at the elementary level.

A first step in developing pilot projects in career orientation was taken last spring. A course in occupations education was conducted in Wichita by Kansas State University to prepare teachers to conduct career orientation projects or units.

A summer class in career orientation for fourth, fifth, and sixth grade pupils was organized at one of the schools in the Title I area.

34.02

PROGRAM DESCRIPTION

Scope

Twenty-one black boys and girls were enrolled in this course. The pupils were in the fourth, fifth or sixth grade during 1970-71. The goal of the program was to introduce the world of work to children so that they might be aware of the attitudes, aptitude, and education necessary in various careers, and relate this to their school work now.

Personnel

Two teachers from the regular elementary school staff were employed to teach the course. Each was employed two hours per day for six weeks. One teacher had taken the previously mentioned course in occupations education. The Career Orientation Specialist for the Wichita Public Schools organized and coordinated the project as part of his regular contract duties. He assisted in arrangements for speakers and field trips and was available for consultation with the teachers.

Procedures

The period covered by this report is the six-week summer session.

The course was conducted at a Title I elementary school. All participants were from this Title I attendance area.

The principal activities were field trips, speakers from the community, class projects, and class discussions. Each week was devoted to a separate unit, such as Kansas Industries, Health Services, and the Aircraft Industry.

The class participated in ten field trips. Prior to the trips, the coordinator wrote a letter to the person in charge of the tours to explain the purpose of the proposed trip (see Appendix). Pupil preparations for field trips included films, information found in recent sources, and a discussion of what pupils should look for on the trips. Post-field trip discussions included job titles, job responsibilities, observations about jobs in which pupils thought they might have interest, what special training is necessary, what courses in their immediate schooling would be helpful, and wage scales for jobs.

The ten field trips were:

Duncan Farm (general farming)
Wichita Dental Center (complete dental clinic)
Wesley Medical Center (large comprehensive hospital)
Beech Aircraft Corporation
Central Vocational Center (principally post-high school education)
Union National Bank
KG&E - Gordon Evans Plant (large electricity generating facility)
U. S. Post Office
Wichita Area Vocational-Technical School (high school, post-high school, and adult education)
McConnell Air Force Base

A commercially operated bus was provided for each trip.

Typical of the field trips was the Wichita Dental Center. The Dental Center is a self-contained clinic and laboratory. The Center had arranged the tour to include almost every individual department. A representative from each of these departments explained the duties, education, and method of entrance to their individual occupations. The clinic administrator-business manager, receptionist, secretary, bacterial control nurse, credit manager, X-ray technician, laboratory technician, dental hygienist, dental assistant, and dentist made presentations during the tour. The bacterial control nurse gave a thorough demonstration on the proper personal oral highene techniques.

The Center was obviously prepared for a very complete tour. Many key personnel took time to help ensure the success of the tour. The pupils were interested and generally well-behaved despite the sometimes detailed explanations. This trip was covered by the local paper. A reporter took the tour with a group of the children. A copy of the article in the June 24, 1971 Wichita Eagle is included.

Following the trip, thank-you notes were written to the tour host. Below is a general outline of the thank-you note which the teacher placed on the board.

Dear Mr. __________,
I want to thank you for ____________________
____
I also liked ______________________________
____
Sincerely yours,

Pupils then composed their own notes. Representative notes which the pupils wrote are given below.

"Dear Mr. Brown,
I want to thank you for showing us how to make false teeth.
It was interesting to me.
It was very nice of you to come back and show us your things on your day off.
Thank you.
Sincerely yours,
____

"Dear Mr. King
I want to thank you for showing our class around. It was nice for you to show our class around.
I was interesting to me when we went to the Lab. to see Dr. Brown making some gold teethe.
I also like to thank you for the food and pop.
Sincerely yours,
____

"Dear Mr. King
I want to thank you for showing me the receptionists, bookkeeper, hygienists, bacteriogist, lab technicians, and the X-ray technicians all of them were needed.
It was interesting to me how he Mr. Dan Brown made the teeth.
I also like Dr Kice for given us a ride. and Mrs. V. Berry.
I like best the food."

The children made notebooks about their field trips. Each child wrote a paragraph or two about his observations and impressions about the trip. Two samples of the pupils' notebooks are quoted:

> "Thursday, June 18 we took a trip to Clearwater, Kansas to visit the Duncan Farm. At the farm we seen all the equipment the farmer used for plow harvesting. We also seen some of the old fashioned machinery. Someday I may own a farm."

Another example:

> "On June 18 I saw wheat, machines, barn, garden, house, grass, flowers, trees, sand, swing set and there was dog named Cookie. He was cute and bad it was boring but it was alright."

Pupils also created collages illustrating various occupations. They wrote reports on the occupations of parents, friends, or relatives. Bulletin board materials made by the teacher were posted, such as the illustration of a house with names of various occupations utilized in the construction of the house.

The following people from the community spoke to the class about their particular occupations:

Cleo Littleton - business man, former college and professional basketball player
Emil Bowers - oil drilling business
Charles McAfee - architect
Mrs. Davis - secretary

The community responded well as evidenced by the availability of field trips and speakers. The tours were well planned and the speakers were well prepared. Excellent cooperation was given by these individuals and organizations.

The coordinator also spoke to the groups at the beginning of the course. The purpose of his discussion was to get the pupils to think about themselves in relation to the world of work. A copy of the discussion outline and pupil activities is included in the Appendix.

The teachers prepared several papers for pupils to study and complete. These were designed to get pupils to think about their interests, personalities, and abilities in relation to various jobs. Representative copies of these exercises are included in the Appendix.

Role-playing by pupils was used to portray specific occupations. Pupils could use "props" such as clothing and tools. A letter was written to parents explaining this procedure and asking them to help their child in his preparation (see Appendix). The role-playing followed the outline suggested by the teacher. The outline was:

1. Discussion of the occupation
2. Equipment or tools needed
3. Working hours
4. Training needed
5. Requirements of the work
6. Hazards of the work, e.g. heat, cold, noise, odor
7. Benefits
8. Type of personality necessary for this occupation

School subjects needed to qualify for jobs were always stressed during discussions.

With the exception of 16 mm films from the system library, special materials were not available for the course. Sufficient time and money were not available before the summer school began to obtain special occupational materials.

Budget

Title I funds were used to finance the major portion of this program. The total cost was $989.00, of which $750.00 was for teacher salaries, $39.00 for OASI, and $200.00 for transportation costs. Transportation costs were covered by Area Vocational Technical School funds. The per pupil cost of the program was $47.10. This does not include salary of the coordinator, classroom facilities, use of the school's equipment, and other items which would be figured in the regular school year per pupil cost.

EVALUATION

The objectives of the course were:

1. To expose pupils to various segments of the world of work,
2. To expose pupils to the study of their own interests and abilities,
3. To expose pupils to the relationship of the requirements of the world of work and their present school work,
4. To expose pupils to the importance of values and attitudes necessary to succeed in the world of work.

The objectives were to be met by taking pupils on field trips, having speakers from the community discuss a particular occupation with the class, teacher-pupil, pupil-pupil class discussions, class study units, and individual pupil projects related to the world of work.

Participants were chosen by general announcement and enrollment.

Twenty-nine pupils enrolled in the course. Of this number, eight did not report for class for unknown reasons. The 21 Negro children who attended class had just completed the fourth, fifth, or sixth grade. There were ten girls and 11 boys in the group.

Six of the 21 pupils who began the program did not finish. One of these attended only the first week, two attended the first two weeks, one attended the first three weeks, and one attended the first four weeks. All pupils were present the first week with the exception of a one-day absence. Days present ranged from five days to 26 days. The average number of days present was 17 out of the 26 days possible. The percent of attendance for the group was 66 percent. The boys averaged 72 percent attendance and the girls averaged 60 percent.

Teachers kept attendance records, copies of reports, thank-you notes, and other materials,,as well as completing a questionnaire (see Appendix) at the end of the program. The questionnaire sought the teachers' opinions regarding each objective. The teachers were asked to respond to questions relating to each of the objectives as well as other questions regarding organization, procedures, advantages and disadvantages. The coordinator also completed a questionnaire (see Appendix).

Much of the material presented and the activities of the class were designed to expose pupils to the ideas expressed in objectives two, three, and four.

Throughout the field trips, discussions by the tour personnel included attitudes, values, and education requirements for the different jobs. The speakers who spoke in the classroom discussed these topics. Class discussions and projects as indicated in this report under "Procedures" were planned to bring out the items covered in the objectives. Some of the activities which pupils were asked to do are included in the Appendix.

APPENDIX 34

The project was well organized with good preparations and plans for field trips, speakers, and class projects. Poor attendance as a group caused problems such as the need to repeat material, explain again about class projects, and generally bring pupils up-to-date when they returned from being absent. During a summer class, absence for family vacations is expected, but the absences in this program seemed excessive.

The objectives of exposing pupils to the world of work with its related values, attitudes, and requirements as applied to pupils' interests and abilities were met for those pupils who attended regularly.

RECOMMENDATIONS

- Because only 21 of the 29 pupils who enrolled arrived, and the poor attendance as a group, some selective enrollment process is indicated if this is to continue as a summer project. This type of summer course needs to have a majority of pupils who have expressed some serious interest in learning about careers.

- More time should be available between approval for funding of the class and the beginning date of class activities. Time is needed to supply references, films, and other materials.

34-A1

(Outline of discussion with the class by the Career Orientation Specialist)

I. I came over today to talk with you about YOU and your relation to the World of Work. I'm going to ask you some questions first. Please write your answers on the sheet I'll pass out to you. (Hand out TO HELP YOU THINK!!)

1. Have you ever thought about what you would be doing, say, six years from now?---ten years from now? (Write Yes or No.)

2. How old will you be six years from now?---ten years from now?

3. Where will you be in school six years from now?---ten years from now?(Put question mark if you don't know or haven't made plans yet.)

4. Do you plan to complete high school? (Yes or No)

5. Have you thought about what you might do, or what might happen to you if you quit before you complete high school? (Yes or No)

6. Have you ever thought about how you can make school work for you? (Yes or No) (Have students turn this sheet face down.)

II. Let's think about some things for a moment. I mentioned "you and your relation to the World of Work." Do you know what the World of Work is? (Allow a few brief oral answers)

III. Let's look at the definition on this sheet of paper. (Pass out Career Orientation definitions.) (Talk about Work and World of Work.) (Talk about the rest of the definitions.) (Turn definitions face down.)

III. Let's talk about Career for a moment because this is where you really come in right now. Did you know that everything you are doing now is a part of your career? Did you know that everything you do, think, and learn becomes a part of what you will be later? (Students usually deny that they have a career now.) The Latin derivatives of career are 1) carrus, which means a sturdy vehicle built for long-distance travel, and 2) carraria, which means a major highway. Career then, is a "going-places" word. You are not standing still now. You are progressing through life. How you progress is up to you. If you are to advance in your career you need to start planning now.

IV. Now, let's think about you some more. (Have them turn the first hand-out face up and answer question in left column.)

Just who are you?

What is your personality?
What is your appearance like?
What is your career right now?
What is your place in the family?
What is your place in the community?
What do you like to do most of all?
What can you do well?
What do you like to do least of all?

V. Ten to fifteen years from now, what would you like to be?

What would you like your personality to be?
What would you like your appearance to be?
What would you like your job to be?
What would you like your place in the family to be?
What would you like your place in the community to be?

VI. Let me tell you about nine men.

In 1927 an important meeting was held in Chicago at which nine of the world's greatest financiers were present:

1. The head of the largest Steel Company.
2. The head of the largest Utility Company.
3. The greatest Wheat speculator.
4. President of New York Stock Exchange.
5. A member of the Cabinet.
6. The greatest "Bear" in Wall Street.
7. The world's greatest monopoly head.
8. Head of the Bank of International Settlement.
9. President of the largest Gas Company.

These were certainly among the world's most successful men financially. Let us see what happened to these men by 1952, 25 years later, in the order given above:

1. **CHARLES SCHWAB** - Died a bankrupt.
2. **SAMUEL INSULL** - Died penniless and a fugitive from justice.
3. **ARTHUR CUTTEN** - Died abroad - insolvent.
4. **RICHARD WHITNEY** - Recently released from Sing Sing Prison.
5. **ALBERT FALL** - Pardoned from prison to die at home.
6. **JESSIE LIVERMORE** - A suicide.
7. **IVAN DRUEGER** - A suicide.
8. **LEON FRASER** - A suicide.
9. **HOWARD HOPSON** - Insane.

What had all these men learned to do well?
What had they NOT learned to do well?

All of these men learned well the art of making money, but not one of them learned how to LIVE!

Let me tell you about a man I know of. He is a tire changer in a local tire store. That's all he does---change tires. He'll tell you, "I'm the best tire changer in town." His employer tells customers in front of him that he is the best tire changer in town.

Which would you say is successful, the nine financiers, or the tire changer? (The students will usually say the latter.)

Why? (The students usually give answers like: "He's happy in his job." "He learned to be satisfied with his job." "He learned how to live.")

VII. What do you know about work? Do you know what it takes to be successful in the World of Work?

1. Think of someone you know who goes to work everyday--father, mother, aunt, uncle, brother, sister, friend. Can you tell me about that person and what he or she does in his or her job? Is he or she happy and successful? Why or why not? What did that person know or have to learn to get that job? (Besides training or education necessary, students usually are sharp enough to think of personal relationships on the job, attitudes, responsibility, and values.) (They usually realize, also, that if they want to be successful in life, they need to get the most out of school right now at the elementary level.)

2. List some jobs that you know about or that interest you most and find out about them. What qualifications must you have to work in each job? What training is necessary? Do any of them fit your interests and abilities?

3. How can you prepare for the job of your choice? Does the job you are interested in require little training?---much training?---college degree?---special training?

4. You may have some idea about what occupation you would like to pursue. That's fine. Even if you don't have a job in mind, that's fine, too. But you need to have some career plans started, whether or not your plans include a specific occupation at this time. And don't be afraid to change your plans. You may learn about a job you never heard of before that may be just exactly what you want.

   When are you going to start planning your career?

5. There are over 22,000 different kinds of jobs in the U.S. If you can read 250 words per minute, which is about average for an adult, it would take you over two (2) hours just to read the names of the jobs. The choice is yours. Now is the time to start thinking about your future and how you can achieve what you want to achieve.

VIII. We have been talking first about YOU. You have answered questions and written down things about YOU. The whole point of this was to get you to think about yourself, your interests, your abilities, and how you get jobs. The point was to help you see that there are many kinds of jobs available for you to choose from and that you should choose one that fits your interests and abilities. You are much more likely to be happy and successful if you do.

Now, let's see how you can make school work for you. You've already mentioned that doing the best you can right now is the first step. Let's look at one more sheet I have for you. It has two columns, CHANGES NEEDED and THINGS TO DO TO CHANGE TO THE WAY I WANT TO BE. Compare what you wrote down in the two columns of the first handout. Think of all the changes you'll have to make to be what you want to be. List them under CHANGES NEEDED.

Then, list under the right column what you need to do to make those changes. Include how you can change your attitudes, personality, and values. Don't forget to list the education you need to be what you want to be. This will help you to see how you can make school work for you. Get advice and help from teachers, counselors, parents, friends.

Just remember only you can decide what you want. Just be sure you have enough knowledge and information to make wise decisions about your career. Don't let someone talk you into something unless you're sure it's what you want.

34-A5

TO HELP YOU THINK!!

1. Have you ever thought about what you will be doing
   six (6) years from now? ________
   ten (10) years from now? ________

2. How old will you be then? (Six years from now) ________
   (Ten years from now) ________

3. Where will you be in school by then? Six years from now ________
   Ten years from now ________

4. Do you plan to complete high school? ________________

5. Have you thought about what you would do if you quit school? ___________

6. Have you ever thought about how you can make school work for you? ______

WHO ARE YOU?	WHAT WOULD YOU LIKE TO BE 10 TO 15 YEARS FROM NOW?
Name: ____________________________ What are you like? (Personality--appearance)	What would you like for your personality and appearance to be?
What is your career right now?	What would you like for your job to be?
What is your place in the family?	What would you like for your place in the family to be?
What is your place in the Community?	What would you like for your place in the Community to be?
What do you like to do most of all?	
What can you do well?	
What do you like to do least of all?	
(Use back of paper if necessary)	(Use back of paper if necessary)

34-A6

CAREER ORIENTATION

The following definitions are suggested for use in relation to Career Orientation.

WORK - Any kind of planned and responsible activity in which an individual engages with an expectation of getting a gainful return for his efforts.[1]

WORLD OF WORK - The sum total of all the kinds of work--from very simple to highly complex--in which men and women engage in order to earn a living.[1]

POSITION - A group of tasks performed by one person.[1]

JOB - A group of similar positions in a single plant, business establishment, educational institution, or other organization.[1]

OCCUPATION - A group of similar jobs.[1] (Occupation refers to groups of jobs, whether professional or vocational in nature.)

PROFESSION - An occupation which requires either college graduation or experience of such kind and amount as to provide comparable knowledge.[2] Licening or certification is needed before one is allowed to practice many of the professions.

VOCATION - An occupation in which job entry requires preparation ranging from little or no training through highly technical training. Training is normally acquired through on-the-job, apprenticeship, industry sponsored, or formal public and/or private vocational-technical school programs.

CAREER - The course of an individual taken in his progress through life . . . in relation to his work.[1]

[1] Feingold, S. Norman, and Sol Swerdloff, Occupations and Careers; St. Louis, Webster Division, McGraw-Hill Book Company, 1969, p. 8.

[2] Ibid., p. 146.

34-A7

CHANGES NEEDED	THINGS TO DO TO CHANGE TO THE WAY I WANT TO BE

34-B1

WICHITA PUBLIC SCHOOLS
DIVISION OF VOCATIONAL AND CONTINUING EDUCATION
Community Education Center
1847 N. Chautauqua
Wichita, Kansas 67214

Wichita Area Vocational-Technical School
265-0771

June 14, 1971

Mr. Robert King, Manager
Wichita Dental Center
200 South Rock Road
Wichita, Kansas 67207

Dear Mr. King:

This letter concerns our previous telephone conversation about a class of fourth, fifth, and sixth grade students visiting the Wichita Dental Center. The information that follows will aid your preparation for receiving the class.

Since the last time I spoke with you, the class has been moved from Buckner School to Mueller School. Twenty-eight (28) fourth, fifth, and sixth grade pupils are enrolled. You indicated that it would be advisable to divide the class evenly among the dentists in the Center. I learned from a secretary that dentists will be on vacation on June 22, the day we had agreed on for the tour. We will divide the class accordingly among the five remaining dentists, unless you prefer a different arrangement.

The objectives we wish to achieve by our visit to your Center are:

1. Expose the pupils to the many different occupations required to operate a dental center, including dentists, dental hygienists, dental assistants, business managers, secretaries, custodians, etc.
2. Have the pupils learn what each job title is, what each job entails, and learn about the training and education requirements for each job.
3. Have the pupils learn about the advantages and disadvantages of each job.

Two (2) teachers are assigned to the class, Mrs. Betty Cikanek, and Mr. Curtis LaPorte. They intend to have parents assist with the tour.

I hope this information will aid your planning. We all appreciate your willingness to help young pupils learn about health occupations. If you need any further information or if a change occurs, please call me at 265-0771, extension 76. Otherwise we will see you on June 22 at 9:30 a.m.

Sincerely,

Gary L. Duncan
Career Orientation Specialist

GLD/byl

cc: Mrs. Cikanek
Mr. LaPorte

34-B2

WICHITA PUBLIC SCHOOLS
DIVISION OF VOCATIONAL AND CONTINUING EDUCATION
Community Education Center
1847 N. Chautauqua
Wichita, Kansas 67214

Wichita Area Vocational-Technical School
265-0771

June 21, 1971

Mr. Cleo Littleton
2403 East Thirteenth Street
Wichita, Kansas 67214

Dear Mr. Littleton:

It was a privilege and a pleasure to meet and talk with you informally the other day. Your willingness to take time from your business to help young pupils is refreshing indeed. I'm sure they will benefit from what you will have to say to them, and from meeting a successful person.

The objectives for the Career Orientation Class at Mueller are:

1. To expose the pupils to as many occupations in the World of Work as possible through field trips and speakers.
2. To have the pupils develop more self-awareness so they can relate their interests and capabilities to occupations they might choose in the future.
3. To help the pupils develop values and attitudes that will help them succeed in the World of Work.
4. To help the pupils relate the requirements of occupation to their present school experiences.

As I indicated when I talked to you earlier, we thought it would be helpful if you also speak specifically about what it takes to be a professional athlete. Most of the boys in the class seem to think that is what they want to be. If you give them a realistic picture of their chances and cite some of your own experiences, perhaps they can begin to plan more realistic goals for themselves.

I would be glad to pick you up and accompany you to the class if you wish. Otherwise, I will meet you in the office at Mueller School, 2821 E. 24th. Please call me at 265-0771, ext. 76, to make such arrangements or if you have any questions.

Sincerely,

Gary L. Duncan
Career Orientation Specialist

GLD:bjo

34-C1

(Letter to parents from teachers)

Dear Parents:

Your child will have an opportunity to participate in role playing during this six weeks program: "Career Opportunities". Boys and girls enjoy plays and the thrill that accompanies acting a part or role. They can relate to their peer group about their experiences in a very relaxed manner when playing a role.

To promote this experience and to correlate with our class "Career Opportunities", they will portray an adult in the world of work. Boys may take the role of their father or a male relative. Girls may enjoy portraying a working mother or their mother as a homemaker. Please take a few minutes of your time and help your child get information of the following:

1. A discussion of the occupation
2. Equipment or tools needed
3. Working hours
4. Training needed
5. Requirements of the work
6. Hazards of the work -- heat, cold, noise, odors
7. Benefits
8. Type of personality necessary for this occupation

Children may use props if they like. These might include clothing or tools. Each child will have an assigned day for their presentation.

Thank you.

Sincerely,

Mrs. Cikanek

Mr. LaPorte

34-D1

(Miscellaneous exercises prepared by teachers)

CAREERS

PROFESSIONAL AND MANAGERIAL

Artist
Newspaper editor
Chemist
Dentist
Farmer
Postmaster

Mechanical engineer
Doctor
Teacher
Architect
Librarian
Banker

Draftsman
Electrical engineer
Chemical engineer
Industrial engineer
Aviator
Civil engineer

CLERICAL AND SALES

Bookkeeper
Office machine operator
Cashier

Clerk
Telephone operator
Secretary

Salesman
Typist

CRAFTSMAN AND KINDRED WORKERS

Electrician
Carpenter
Stone mason
Linotype operator
Interior decorator
Radio electrician
Riveter

Cabinet maker
Bulldozer operator
Bus driver
Machinist
Mechanic
Painter

Telephone lineman
Paper hanger
Plasterer
Tailor
Upholsterer
Engraver

SERVICE WORKERS

Beautician
Janitor

Cook
Elevator operator

Postman
Practical nurse

PROTECTIVE SERVICE WORKERS

Fireman
Policeman
Armed forces

Guard
Secret Serviceman

State policeman
Ambulance driver

Make a list of five jobs you think you might like to have. Think about these factors as you choose them.

1. Your interest in the work as you know it.
2. The qualifications you will need to be hired.
3. Your best guess as to your ability to find continued interest and challenge in the job.
4. Will this field grow and develop in future years?

Jobs Chosen

1. ______________________ 2. ______________________

3. ______________________ 4. ______________________

5. ______________________

34-D2

FIVE CAREERS

	CAREERS				
REASONS	1	2	3	4	5
Believe I have the ability and interest					
Opportunities are good					
This occupation appeals to me					
The pay is good					
Can use my own ideas					
Physically capable of work					
My parents want me to choose this career					
My friends think I will do well at this					
I want to be my own boss, so I choose					
Another reason:					
Another reason:					
What subjects I will have to take to help me in this career:					

Check in the chart one or more reasons for deciding on each of the five careers. On the last line, fill in courses that may help in each career area.

34-D3

PERSONALITY

Below is a list of some adjectives commonly used to describe individuals. There are many more, of course. Look over the list. Add to it where you wish. Or have the family and friends do so. Check those you think describe you. Then ask others to check how they see you. Remember that the degree of each may vary from a "little bit" to "very much so".

Remember, too, this isn't a list of good or bad qualities. The adjectives will help you round out a work picture of yourself, as you believe you are and as others see you.

Accurate
Acquisitive
Active
Agreeable
Appreciative
Argumentative
Attentive
Boisterous
Calm
Capable
Careful
Changeable
Charming
Cheerful
Conceited
Confident
Conscientious
Cooperative
Creative
Defensive
Deliberate
Demanding
Dependable
Domineering
Dreamer
Dynamic
Efficient
Energetic
Enthusiastic
Evasive
Fairminded
Forgetful
Friendly
Gracious
Grateful
Honest
Humorous
Idealistic
Imaginative
Impatient
Inattentive
Industrious
Inquiring
Jovial
Jumpy
Kind
Leisurely
Logical
Loyal
Materialistic
Mature
Moody
Moral
Neat
Nervous
Openminded
Optimistic
Original
Passive
Patient
Persuadable
Popular
Possessive
Practical
Punctual
Quick
Quizzical
Quiet
Rational
Responsible
Sarcastic
Self-disciplined
Selfish
Sensitive
Slow-moving
Sociable
Studious
Sulky
Superior
Suspicious
Tactful
Talkative
Thoughtful
Timid
Tolerant
Understanding
Vague

34-D4

KNOWING ONE SELF

1. What subjects are easiest for me in school?

2. What subjects are hardest for me in school?

*3. Do I like to work indoors or outdoors?

4. Do I like to work with others or alone?

5. Do I like to work with people or things?

6. Is it easy for me to remember things from the printed page?

7. Do I like to be my own boss or follow directions from another person?

8. Do I like variety in my work or would I rather do the same thing each day?

9. What things do I like to do when I have nothing else to do?

34-E1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

CAREER ORIENTATION TEACHER QUESTIONNAIRE
SUMMER 1971

Name ______________________________

If you need additional space, please use back of sheets or attach additional pages.

Contract period: ________ hours per day ________ weeks.

1. Briefly describe a typical weekly schedule, (activities, pre-field and post-field trip, discussions, class procedure, surveys, etc.).

____

____

____

____

____

____

2. What commercially available materials did you find effective in this course?

1. ____________________________ 2. ____________________________

3. ____________________________ 4. ____________________________

Comments: ____

____

____

3. What ideas and/or easily constructed materials of your own did you find to be particularly useful? ____

____

____

____

____

____

4. Do you have measures or indications of children becoming more aware of their own interests and abilities as related to occupations?

Comments: ______________________________

5. Do you have indications that children have become more aware of values and attitudes necessary to succeed in the world of work?

Comments: ______________________________

6. Do you have indications that pupils will be better equipped to relate their regular school work to the requirements of the world of work?

Comments: ______________________________

7. Do you have any indication of parent opinion of this program?

Yes __________ No __________

Comments: ______________________________

8. What are the major advantages of this program?

9. What are the major disadvantages of this program?

10. Were there in your opinion innovative or exemplary procedures which should be shared with others, not only in Wichita, but also nation-wide? Please be specific: ____________________

11. What suggestions would you make to increase the effectiveness of this program? ____________________

34-F1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

Questionnaire for Coordinators
Summer, 1971

Name ______________________________ Program ______________________________

Contract period: ________ hours per day for ________ weeks.

1. Briefly describe your duties and responsibilities as coordinator of this project. ____

2. Did you have any indication of parent opinion of this program?

   Yes ________ No ________

   Comments ____

3. What do you feel are the major advantages of this program?

4. What are the major disadvantages of this program?

____

____

____

____

____

5. Were there, in your opinion, innovative or exemplary procedures used which should be shared with others, not only in Wichita, but also nationwide? Please specify: __________________________

____

____

____

____

6. What suggestions would you make to increase the effectiveness of this program?

____

____

____

____

7. What suggestions would you make to increase the effectiveness of the evaluation of this program?

____

____

____

____

35.01

MISCELLANEOUS
DATA

TABLE 35.1

COMPARATIVE ANALYSIS OF COST OF TITLE I PROGRAMS

1970-71

Program	Total Cost	Cost Per Pupil	A. Participants B. Dollar Amount	Race** 1	Race** 2	Race** 3	Race** 4	Race** 5
Corrective Reading	$368,696	$153.62	A.	1014	17	1271	85	13
			B.	$155,771	$2,612	$195,251	$13,058	$1,997
Art Instruction and Art Therapy	28,382	16.42	A.	80		1648		
			B.	1,314		27,060		
Primary Mathematics	13,800	133.98	A.			103		
			B.			13,800		
Keyboard Music	20,635	25.01	A.	149	1	666	2	5
			B.	3,726	25	16,657	50	125
Neglected Children's Institutional	15,101	85.32	A.	125	2	50		
			B.	10,665	171	4,266		
Business Ed. for Delinquent Children	8,705	97.81	A.	71		17	1	
			B.	6,945		1,663	98	
Attendance and Family Soc. Services	98,956	35.34	A.	1409	34	1226	115	16
			B.	49,794	1,202	43,327	4,064	565
Instructional Aide and Aide Training	67,000	28.77	A.	284		2048		
			B.	8,171		58,921		
Library Enrichment	64,896	18.20	A.	1130	5	2235	150	39
			B.	20,566	91	40,677	2,730	710

TABLE 35.1 (cont'd)

Program	Total Cost	Cost Per Pupil	A. Participants B. Dollar Amount	Race** 1	2	3	4	5
Specialized Counseling	61,421	17.26	A.	1130	5	2235	150	39
			B.	19,504	86	38,576	2,589	673
Special Health Services	29,270	8.22	A.	1130	5	2235	150	39
			B.	9,289	41	18,372	1,233	321
Supplementary Food	9,208	10.43	A.	321		562		
			B.	3,348		5,862		
Pilot Pre-School	8,780	219.50	A.			40		
			B.			8,780		
Home-School Coordinator	10,577	28.51	A.			371		
			B.			10,577		
Horace Mann Staff Involvement	16,802	28.24	A.	354	2	129	102	8
			B.	9,997	56	3,643	2,880	226
Correlated Math-Science	21,222	70.04	A.	78	1	200	18	6
			B.	5,463	70	14,008	1,261	420
Operation Green Thumb	4,357	121.03	A.			36		
			B.			4,357		
Youth Tutoring Youth	7,072	33.84	A.	44	3	144	18	
			B.	1,489	102	4,873	609	
Threshold - First Grade	2,748	43.62	A.	2		61		
			B.	87		2,661		
Basic Primary	13,323	42.30	A.	88		213	13	1
			B.	3,722		9,010	550	42

TABLE 35.1 (cont'd)

Program	Total Cost	Cost Per Pupil		Race**				
				1	2	3	4	5
				A. Participants B. Dollar Amount				
Corrective Reading	18,700	44.95	A. B.	87 3,911	2 90	296 13,305	29 1,304	2 90
Neighborhood Counseling	3,731	533.00	A. B.			7 3,731		
Outdoor Education	19,968	82.00	A. B.	72 5,904		151 12,382	18 1,476	3 246
Tuition Scholarship	13,200	39.17	A. B.	45 1,763		278 10,889	10 392	4 157
Special Education Tuition Scholarship	7,238	51.33	A. B.	65 3,336	1 51	73 3,747	2 103	
Home Decoration and Improvement	20,210	276.85	A. B.	22 6,091		40 11,074	7 1,938	4 1,107
Home Improvement and Repair	21,354	288.57	A. B.	39 11,254		31 8,946	3 866	1 289
Multi-Ethnic Communications	1,105	110.50	A. B.	1 111		1 111	8 884	
Early Start	26,473	182.57	A. B.	39 7,120	2 365	85 15,518	18 3,286	1 183
Pre Kindergarten	12,844	51.17	A. B.	93 4,759		147 7,522	11 563	
Post Kindergarten	11,689	40.59	A. B.	78 3,166		189 7,672	17 690	4 162

TABLE 35.1 (cont'd)

				Race**				
				1	2	3	4	5
Program	Total Cost	Cost Per Pupil		A. Participants B. Dollar Amount				
Career Orientation			A.			21		
	989	47.10	B.			989		
Miscellaneous*			A.	3760	75	5061	474	115
	390,875	41.21	B.	154,949	3,091	208,563	19,533	4,739
TOTALS								
Participants (Duplicated)	35,436		A.	11,710	155	21,870	1401	300
Dollar Amounts	1,419,267	149.63	B.	512,215	8053	826,790	60,157	12,052
Percent of Total Dollars	100			36	1	58	4	1
Participants (Unduplicated)	9,485		C.	3760	75	5061	474	115
Percent of Total Participants (Unduplicated)	100			40	1	53	5	1

*Includes administrative costs, evaluation, and other items not charged to specific programs such as a Follow Through Supplement and contracted staff development activities reported separately.

**1 = Caucasian
2 = Oriental
3 = Negro
4 = Spanish Mexican
5 = American Indian

35.06

LOCAL EDUCATIONAL AGENCY EVALUATION REPORT

Name of LEA Unified School District 259

Address of LEA 428 S. Broadway Wichita, Kansas 67202
Street City Zip Code

Superintendent of Schools Dr. Alvin E. Morris

Phone Number 268-7831 Name of County Sedgwick

Person Writing Evaluation Report W. E. Turner,*P. L. Curtis,*C.H. Horn,
*P. Janda,*G. R. Riley *=Summe

Phone Number 268-7883 State Project Number 71091

Project Title Project SPEEDY (Special Program to Enhance the Education of Disadvantaged Youth)

Amount of Money Approved $1,368,909

Number of Economically Deprived Children in Project Area 7271 (est.)

Number of Disadvantaged Children Participating in Project:

Public 9133 Non-Public 356 , Grades Pre K to 12

Project Dates: From 8/1/70 to 7/31/71

During Regular School Hours: X Yes ____ No

After Regular School Hours: X Yes ____ No

Late Afternoon ____ Evenings X Saturdays X

Hours: 8:00 a.m. to 4:00 p.m. 7:00 p.m. - 9:00 p.m.
8:00 a.m. - 12:00 a.m. (Sat.)

Summer: X Yes ____ No Hours: 8:00 a.m to 12:00 a.m.

NUMBER OF CHILDREN PARTICIPATING IN TITLE I PER GRADE LEVEL

	PARTICIPANTS IN REGULAR TERM			PARTICIPANTS IN SUMMER TERM			UNDUPLICATED COUNT OF PARTICIPANTS		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
Pre-K	40	13	53	414		414	454	13	467
K	1083	9	1092	100		100	1083	9	1092
1	923	10	933	549	3	552	923	10	933
2	934	41	975	388	6	394	934	41	975
3	940	52	992	311	6	317	940	52	992
4	563	32	595	373	7	380	563	32	595
5	183	29	212	320	1	321	320	29	349
6	110	19	129	199	4	203	199	19	218
7	885	10	895	103		103	978	10	988
8	684	12	696	157		157	826	12	838
9	541	67	608	122		122	655	67	722
10	426	35	461	64		64	486	35	521
11	304	14	318	105		105	394	14	408
12	202	2	204	34		34	336	2	338
Un-graded	15	11	26	38		38	38	11	49
TOTAL	7833	356	8189	3277	27	3304	9129	356	* 9485

NUMBER OF CHILDREN WHO PARTICIPATED IN TITLE I PROGRAM BY ETHNIC CHARACTERISTICS (Unduplicated Count)

1. White	2. Negro	3. American Indian	4. Puerto Rican	5. Mexican American	6. Other (Specify)	*7. Total
3760	5061	115		474	75	9485

*Total for unduplicated should be the same as total for ethnic characteristics

35.08

PROGRAM STAFF MEMBERS EMPLOYED WITH TITLE I FUNDS

ACTIVITY ASSIGNMENT	NUMBER OF PROGRAM STAFF MEMBERS EMPLOYED		
	ONLY REGULAR TERM		ONLY SUMMER TERM
	Full-Time	Part-Time	
Teaching Pre-Kindergarten	1		25
Teaching Kindergarten			22
Teaching Elementary	29	10	114
Teaching Secondary	8	12	15
Teachers Aide	54		38
Librarian	3	6	2
Librarian Aide	6		1
Supervision & Administration	4	3	9
Counselor	6		1
Psychologist			
Social Worker-Home Visitor	16		21
Attendance Worker			
Physician			
Nurse	4		
Dentist			
Speech Therapist			4
Clerical	11		14
Volunteer Parents			1
Volunteer Adults			5
Volunteer Youth			2
Other (Specify)	2*		14**

* 2 evaluators **Includes 3 Hard of Hearing teachers, 2 EMH teachers, 6 evaluators, 1 paraprofessional counselor, 1 cook, and 1 custodian.

In-Service Training

What provisions were made for in-service training? Describe.

(See Individual Program Reports)

NON-PUBLIC SCHOOL PARTICIPATION

A. Procedures used in developing and implementing programs involving participation of non-public school children (check those applicable).

Personal contact with non-public schools X

Written contact X

Telephone contact X

Revised course scheduling to facilitate non-public participation by either public or non-public school ________

Close cooperation exists, no need to stimulate involvement ________

Public/non-public liaison person hired or assigned by the public school X

Others, specify ________

B. Cite the activities in which non-public school children participated; also give the number participating in each. (List in rank order.)

Activity	Number Participating	Where Held (Private or Public)
Neglected Children	177	Private
Delinquent Children	89	Private
Corrective Reading	78	Private
Keyboard Music	12	Public
*Corrective Reading	10	Public
*Correlated Math-Science	7	Public
*Basic Primary	6	Public
*Outdoor Education	3	Public
*Green Thumb	1	Public

(Continued below)

C. Describe the most effective activity involving non-public school children. (Include class organization, location, personnel, instruction, etc.)

*Summer Programs

35.10

GRADUATES FROM KANSAS HIGH SCHOOLS
CONTINUING EDUCATION BEYOND HIGH SCHOOL

	TITLE I HIGH SCHOOLS		All Other Public High Schools (3)
	All (1)	1/3 or More Participants (2)	
Total Number of Graduates	3722		
Number of Schools	6		
Number of Graduates Continuing Education (4)	2345*		

(1) All high schools eligible to receive Title I funds regardless of participation.

(2) Those schools in which 1/3 or more of the students enrollment participating in Title I programs.

(3) All high schools not eligible for Title I funds.

(4) A student is considered to continue his education if he enters one of the following, on either a full or part-time basis: Post-graduate high school course, junior college, college or university, vocational, commercial, or technical institute, or nursing school.

NOTE: In small LEA's where there is only one public high school, the graduates should be reported under all or possibly 1/3 or more column regardless of the school participation.

*Number estimated on basis of previous year's graduates.

DROP-OUTS (Statistical Report for Entire School)

The purpose of this table is to show the holding power of Title I schools as compared to non-Title I schools. (This information should come from the school register at the end of the school year; it has nothing to do with dropping out of Title I projects.)

DROP-OUTS

GRADE	TITLE I SCHOOLS					
	All (1)		1/3 or More Participating (2)		All Other Public Schools (3)	
	Enrollment (4)	Dropouts * (5)	Enrollment (4)	Dropouts (5)	Enrollment (4)	Dropouts (5)
12	3785	324				
11	4353	650				
10	4537	599				
9	4940	**				
8	5080	**				
7	4979	**				
Total Number of Drop-outs		1573				
Total Number of Schools	21	6				

(1) All Title I schools.
(2) Those schools in which 1/3 or more of the students enrolled participated in Title I programs.
(3) All schools in system not participating in Title I.
(4) Enrollment: End of the year enrollment for this grade.
(5) Drop-outs: Number of drop-outs as determined by drop-out definition on following page.

NOTE: To arrive at long-term comparisons it is necessary that all schools complete this table regardless of grades involved in project.

*See Withdrawal Report next page.
**Pupils under age 16 are maintained on school rolls unless transferred to another school.

TOTAL NUMBER AND PERCENT OF WITHDRAWN PUPILS
BY GRADE AND CATEGORY
1970-71

Category	10th Grade		11th Grade		12th Grade	
	N	%	N	%	N	%
Moved out of District	204	34.1	159	24.5	81	17.7
Health	16	2.7	16	2.5	12	2.6
Employment	8	1.3	17	2.6	17	3.7
Graduation	0	0	0	0	133	29.1
Behavioral Difficulties	10	1.7	14	2.2	6	1.3
Parental or Spouse Influence or Lack of Influence	139	23.2	206	31.7	79	17.3
Academic Difficulty	7	1.2	6	.9	1	.2
Never Attended	5	.8	5	.8	3	.7
Armed Forces	6	1.0	12	1.8	9	2.0
Excessive Absences	155	25.9	167	25.7	89	19.5
Other Known Reasons	46	7.7	41	6.3	26	5.7
Reason Unknown	3	.5	7	1.1	1	.2
TOTALS	599	100.1*	650	100.1*	457	100.0

*Error due to rounding percents.

Table prepared by Pupil Accounting Department

35.13

ADVISORY COMMITTEE

1. **Do you have a Title I Advisory Committee? Yes __x__ No _____**

2. **If so, check groups represented, showing number participating.**

Parents of disadvantaged children	x 13
Other Parents	x
Community Action	x 1
Head Start	x 1
Teaching Staff	x 1
Administration	x 1
Private School	x 1
Model Cities	x 1
Neighborhood Youth Corps	
Others (Specify)	

3. **Comment - Positive and negative value of Advisory Committee.**

The Title I Advisory Committee provided for a direct line of communication between Title I and parents without having to go through a traditional school organization. Parents who attended meetings became interested in and pursued various projects such as on-site investigations of the lunch program or complaints about the lunches served. Parents visited schools and reported back to the main committee with their findings. Grass roots involvement was provided for program planning, operation, and evaluation. The committee served as an outlet for the dissemination of information about various program aspects. Administrators may have been prompted to take a more critical look at their respective operations.

The committee might have functioned more effectively had the attendance of all members been more regular. As is often the case, a few dedicated individuals carried the load.